

Chapter One



- ↳ Lesson (61 - A) Lengths - Relative Positions
- ↳ Lesson (61 - B) Describe the Positions of Relative Objects
- ↳ Lessons (62 - 65) Lengths
- ↳ Lessons (66 - 67) Ordinal Numbers
- ↳ Lesson (68) One more - One less
- ↳ Lessons (69 - 70) Money

Lesson (61 - A)

Lengths - Relative Positions

Outcomes

Students will:

- Participate in calendar math activities.
- Count by ones and tens up to 100.
- Compare the lengths of two objects.
- Arrange three objects in order from shortest to longest.



Note:

When we compare two objects, we see how they are similar or different.

Length: taller than - shorter than





The tree is **taller** than the boy.



The pen is **shorter** than the ruler.

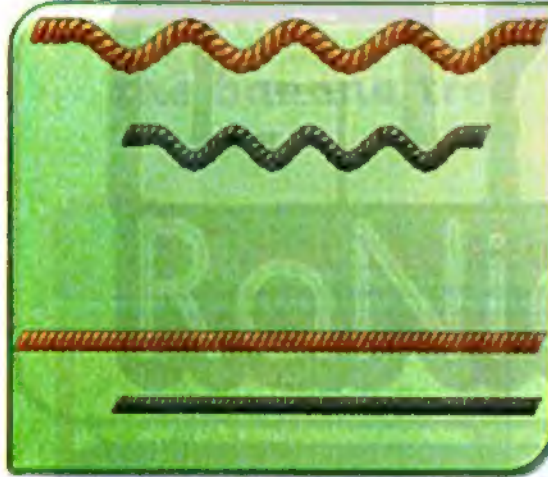


The green car is **longer than** the red car.

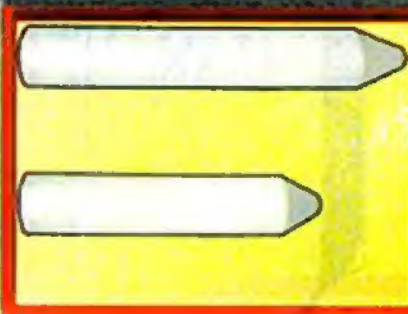
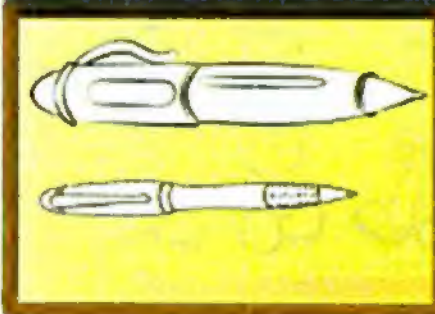


Notice:

- The length of an object is how long it is.
- To compare the lengths of many objects, you have to line them up.



→ Color the object that is shorter:

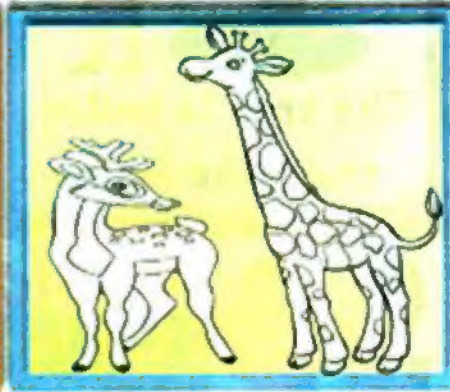
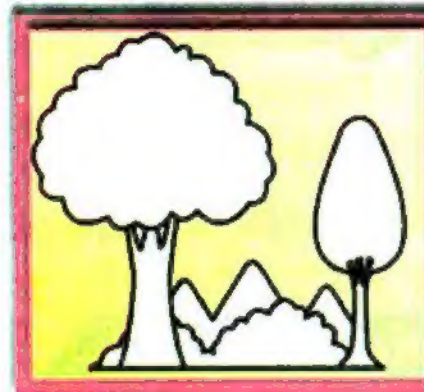




Activities

1

Color the objects that are taller / longer:



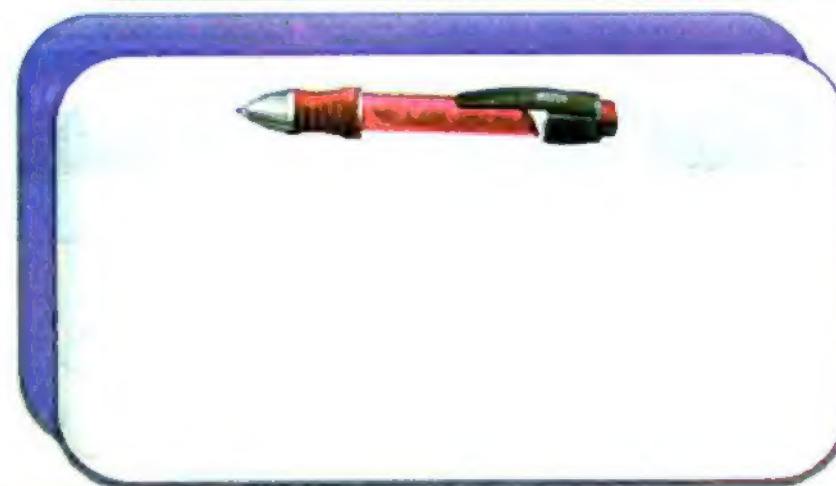
2

Draw:

→ Draw a ladder shorter than this ladder.



→ Draw a pen longer than this pen.



8

Math / Chapter (1) - Lesson (61 - A)



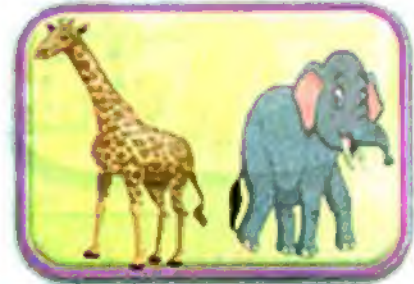
3

Underline the correct answers:

1) The boy is (shorter - taller) than the man.



2) The giraffe is (shorter - taller) than the elephant.

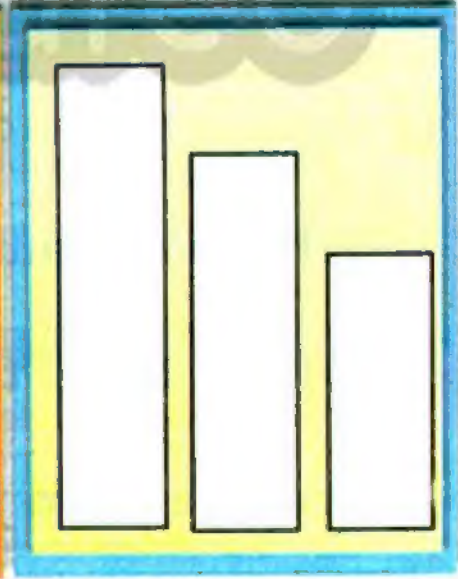


3) The tree is (shorter - taller) than the banana tree.



4

Color the shortest:





5 Circle the tallest:



6 Answer the following questions:



1) Who is the shortest?

2) Who is the tallest?

3) Who is taller than Sama and shorter than Lora?

4) Arrange them from the shortest to the tallest.

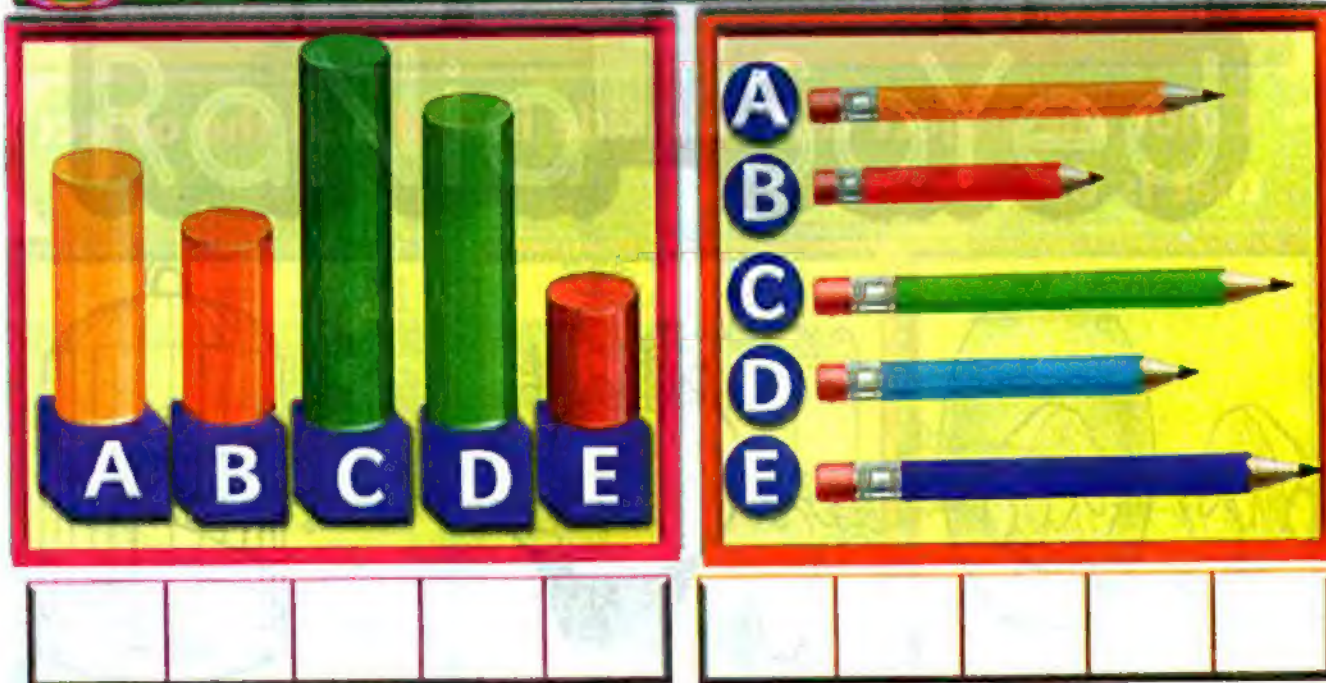
7

Arrange from the shortest to the tallest:



8

Arrange from the longest / the tallest to the shortest:



Lesson (61 - B)

Describe the Positions of Relative Objects

Outcomes

Students will:

- Participate in calendar math activities.
- Use the term (up, down, in, out, left, right, behind, in front of, above & below) to describe the position of objects.

(in - out)



The flapper is in the cage.



The flapper is out the cage.

→ Color the object that is inside in **red** and the object that is outside in **yellow**:



Remember

(right - left)



The dog is on the left of the house.



The house is on the right of the dog.



The cat is on the right of the house.



The tree is on the right of the cat.



→ Draw □ around the child on the right:



→ Color the animal on the left:





(in front of - behind)



→ Color the animal behind the farmer in green:



→ Underline the correct answer:

- 1) The boy is (behind - in front of) the tree.
- 2) The girl is (behind - in front of) the tree.



(above - below)

The leaf is
above the
umbrella.



The girl is
below the
umbrella.

→ Circle what is above the and draw a square around what is below the :



(up - down)



The boy is going
up the stairs.

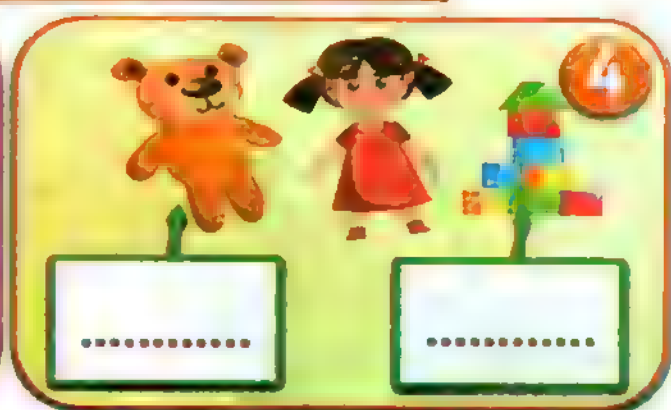
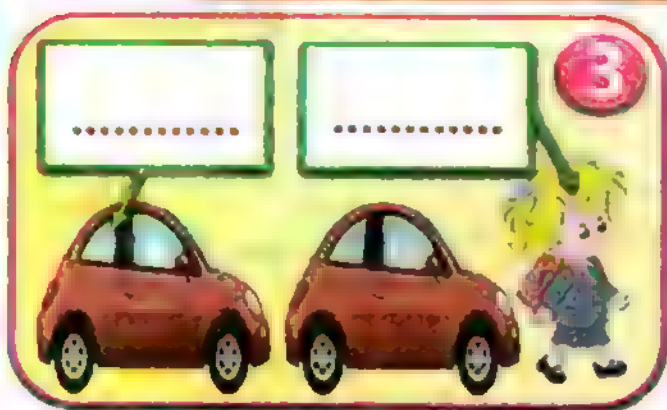
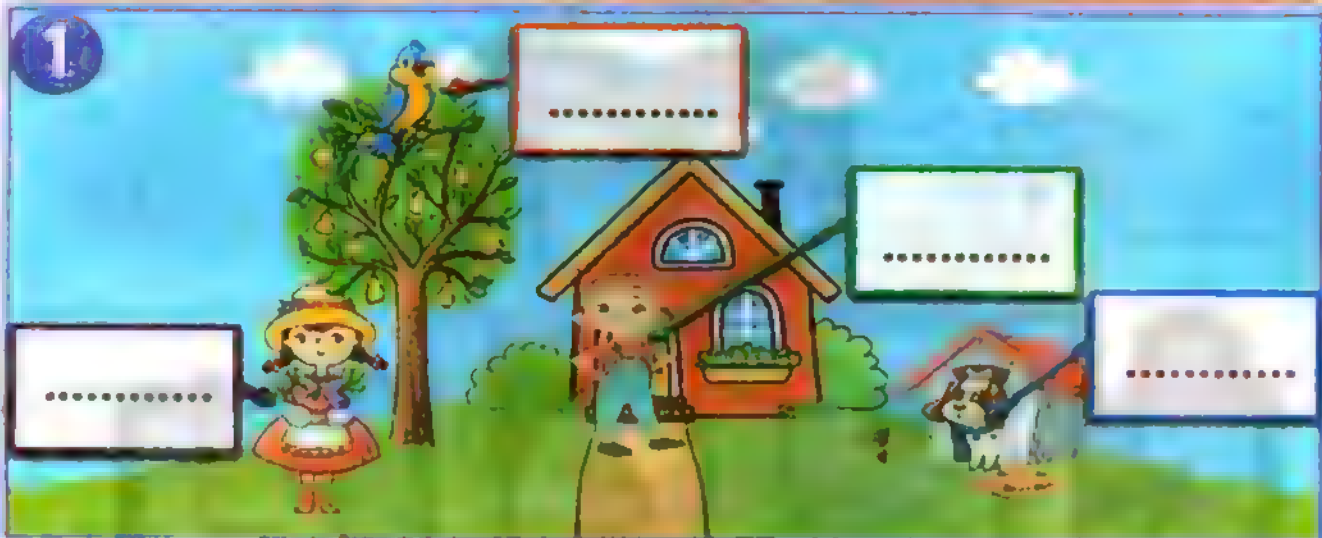


The boy is going
down the stairs.



Complete with:

(on the right - on the left - in - out - above
below - in front of - behind - up - down)



هذا الموقع هو ملك لموقع ذاكرولي

هذا العمل خاص بموقع ذاكرولي التعليمي ولا يسمح بتداوله على مواقع أخرى

Lessons
(62 - 65)

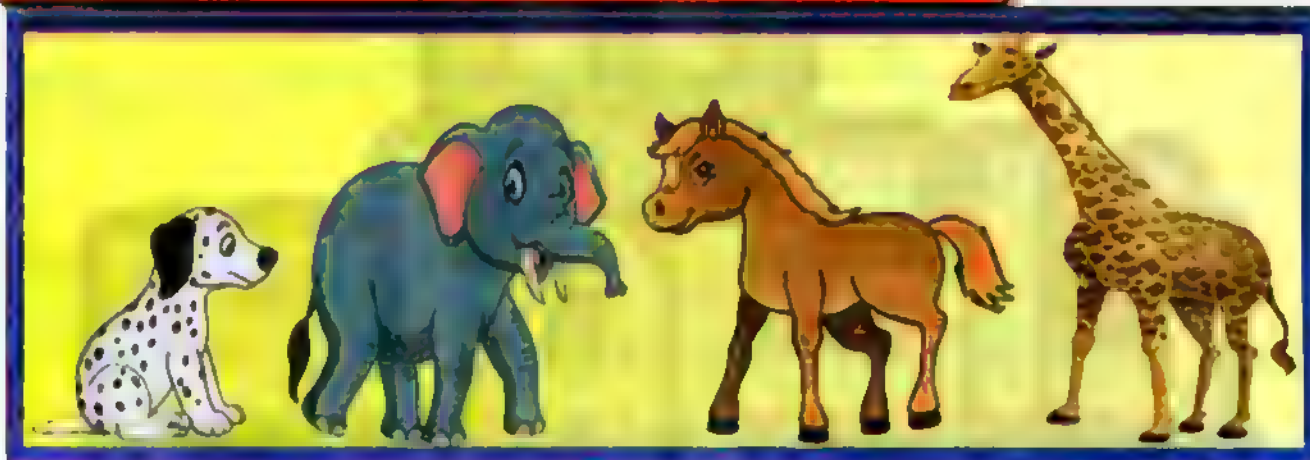
Measuring Length

Outcomes

Students will:

- Measure objects by non-standard units.
- Explain the relationship between the length of an object and the number of units needed to measure it.

Complete using (taller or shorter):



- The dog is than the elephant.
- The horse is than the dog.
- The elephant is than the giraffe.
- The giraffe is than the elephant.



Measuring Length Using Non-standard Units



The length of the toothbrush is = 7



The length of the pencil is = 5



Note:

When measuring with any units, these units must be aligned.



→ Measure the length of each object:



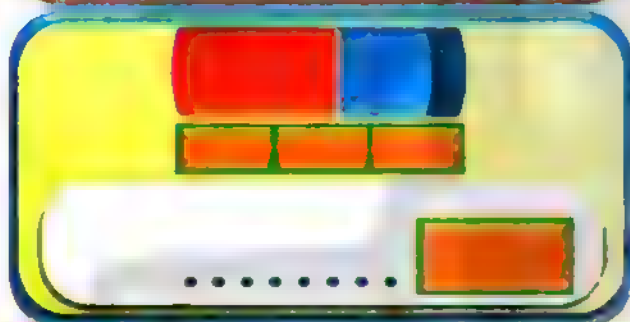
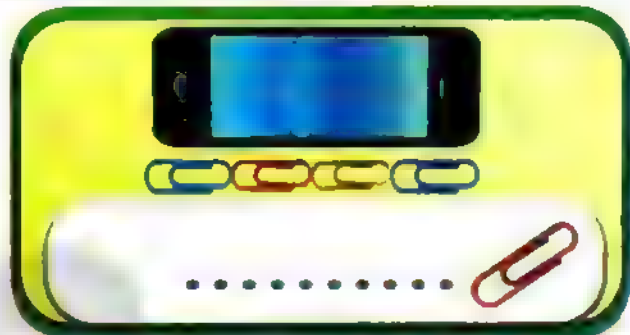
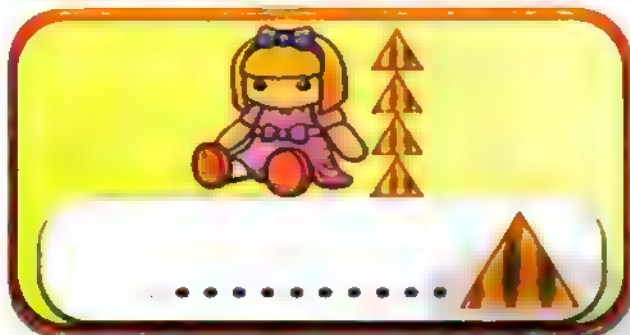
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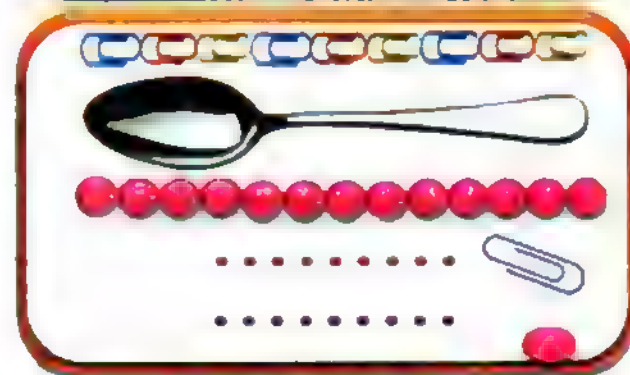
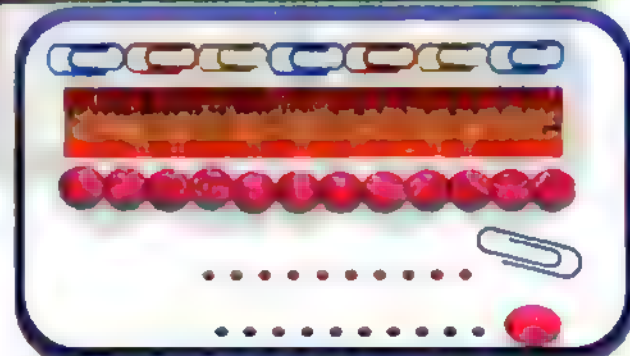
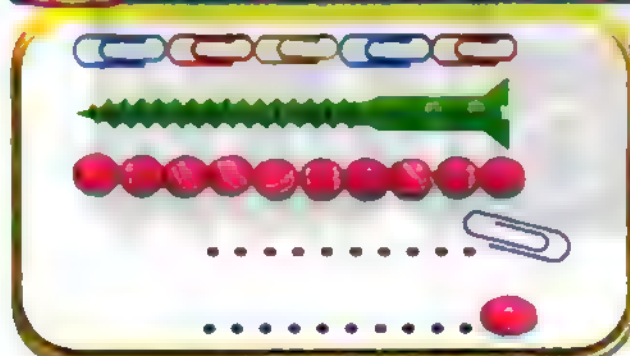
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Activities

1 Measure the length of each object:

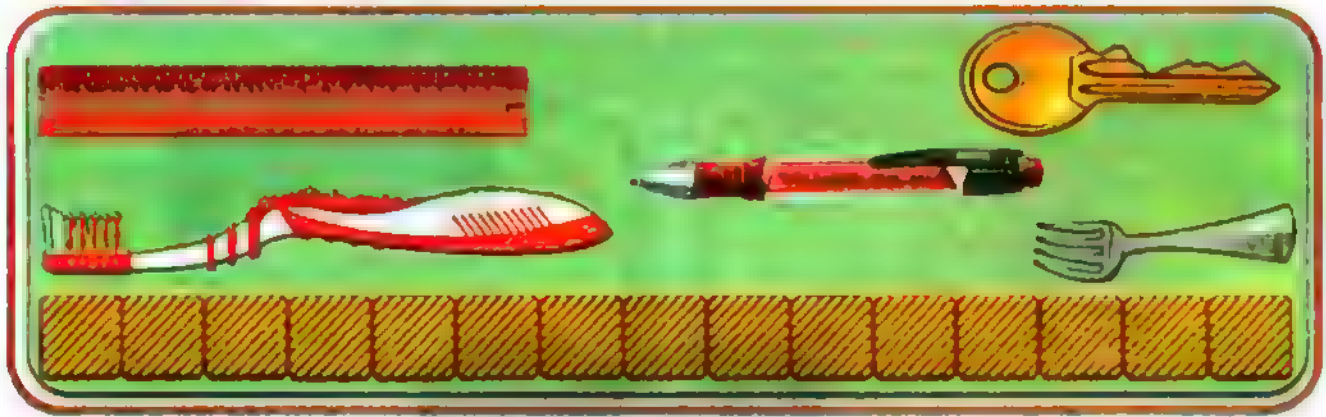















2 Measure the length of each object using the two units:





Complete:



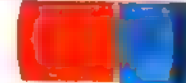
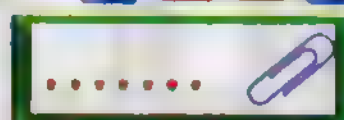
- ✎ The length of  = 
- ✎ The length of  = 
- ✎ The length of  = 
- ✎ The length of  = 
- ✎ The length of  = 
- ✎ The longest object is ( -  - ) .

→ Compare lengths using ($<$, $>$, $=$):



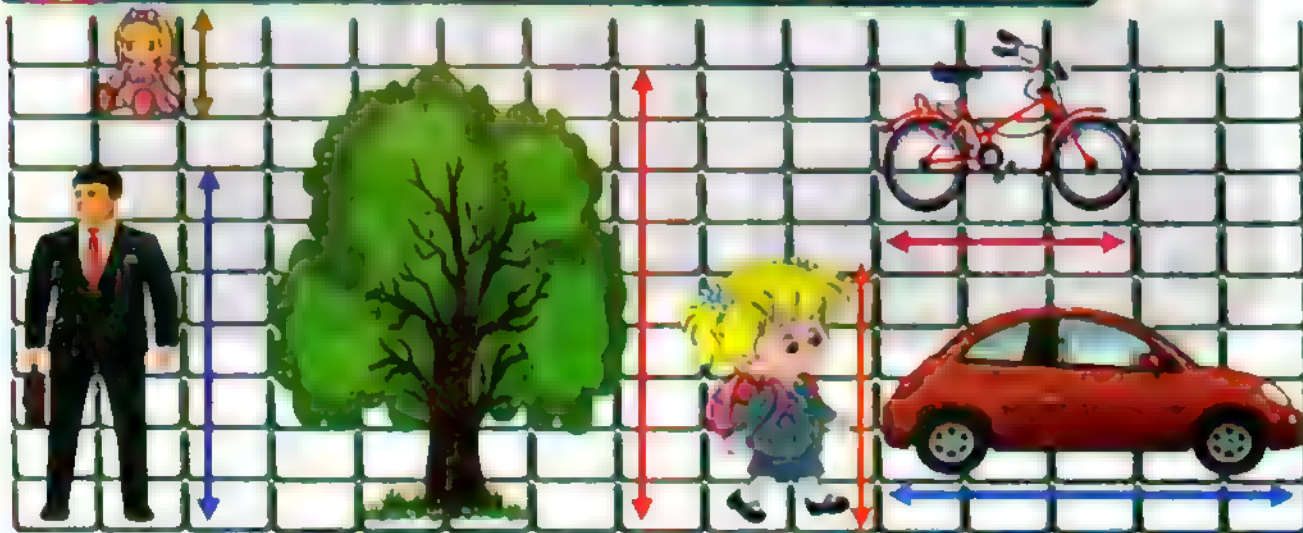
4

Measure the length of each of the following objects using



5

Look at the picture then complete:

The length of = ☐. The length of = ☐.The length of = ☐. The length of = ☐.The length of = ☐. The length of = ☐.



Lessons
(66 - 67)

Ordinal Numbers

Outcomes

Students will:

- Describe the position of objects using ordinal numbers to 10th.
- Write ordinal numbers 1st through 10th.

Join the day with the suitable number:



Ordinal Numbers



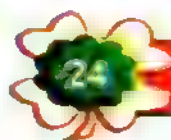
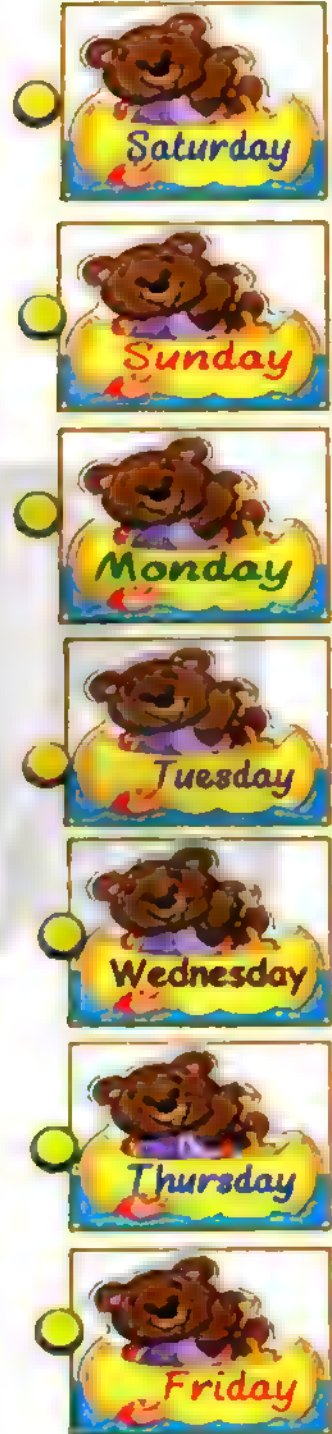
- ↳ Hamza is the first (1st).
- ↳ Adham is the second (2nd).
- ↳ Wael is the third (3rd).
- ↳ Ali is the fourth (4th).
- ↳ Omar is the fifth (5th).
- ↳ Sameer is the sixth (6th).
- ↳ Youssef is the seventh (7th).
- ↳ Ead is the eighth (8th).
- ↳ Ahmed is the ninth (9th).
- ↳ Mahmoud is the tenth (10th).





Activities

1 Match:



Math / Chapter (1) - Lessons (65 - 67)

1st



• • • • •

100

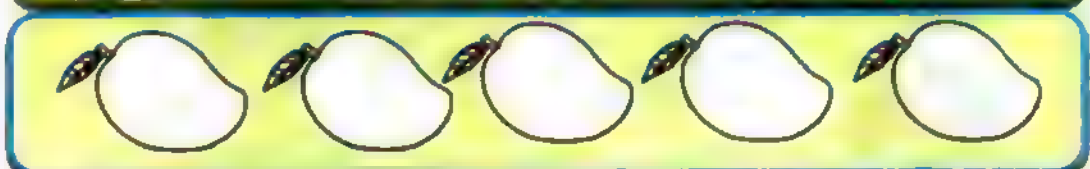
3rd



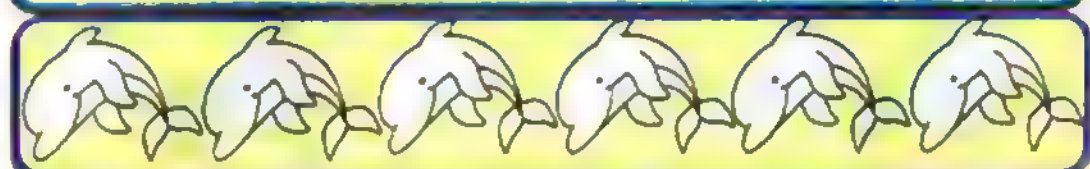
1st



4th



5th





Look at the picture and complete:



6th
.....



.....



.....



.....



.....



.....



.....

5

Circle the correct order of the circled picture:

2nd4th1st4th10th5th6th1st8th



Write the ordinal number of your life:

1st2nd3rd4th5th6th

.....



.....



.....

1st

.....



.....

Lesson
(68)

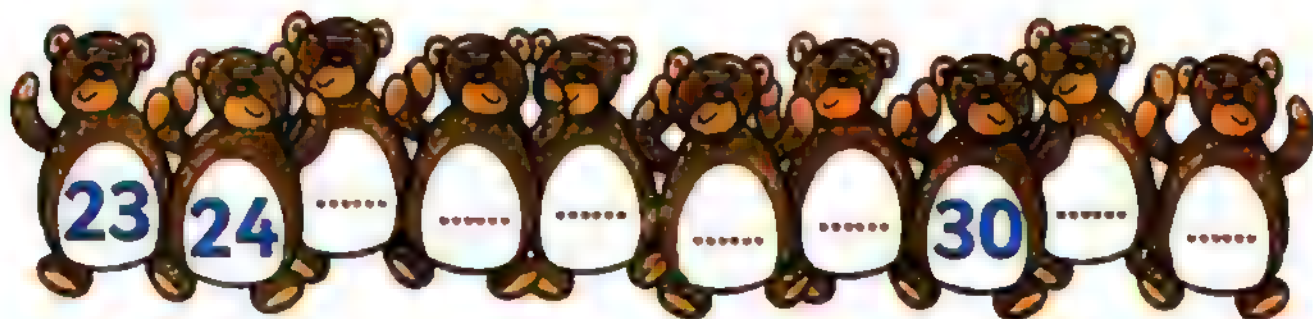
One more / One less

Outcomes

Students will:

- Find one more and one less than a number up to 100.
- Collaborate with other students to complete a math activity.

Complete:



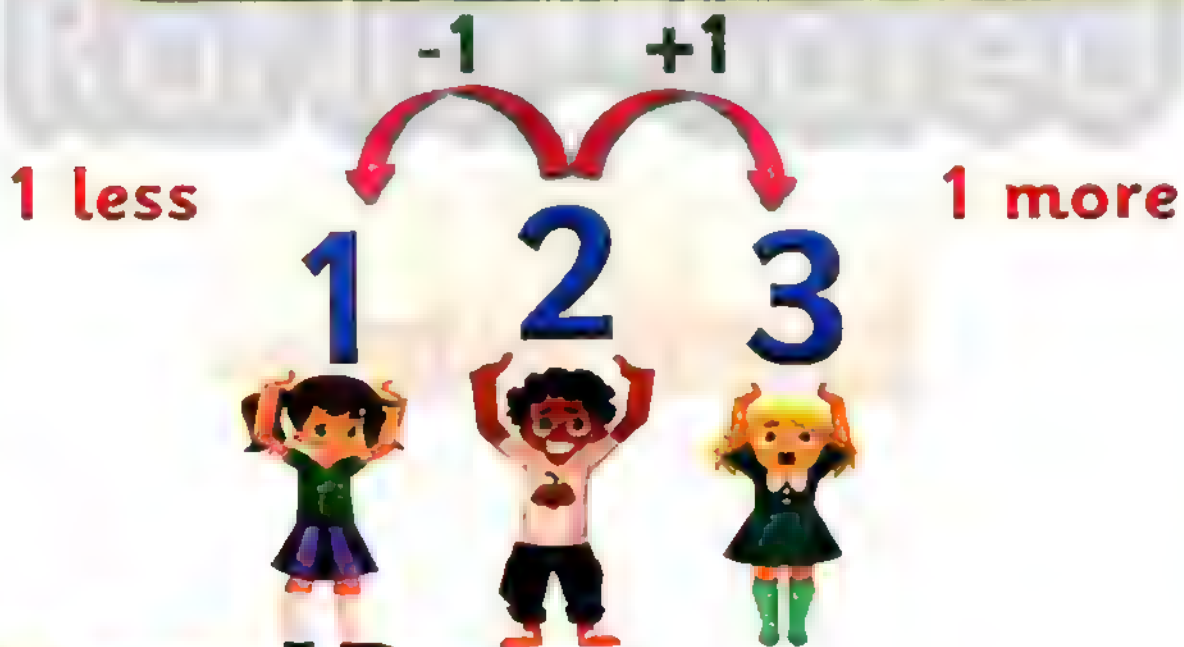


Complete:

- The number of balloons with Asem is balloons.
- The number of balloons with Monir is balloon.
- The number of balloons with Nabil is balloons.



- ◆ Asem has 1 more balloon than Nabil.
- ◆ Monir has 1 less balloon than Nabil.





Activities

1 Complete:

Three crabs are shown, each with a number in a yellow circle and a blank space in a white circle. Above each crab is a curved arrow with a "+1" sign, indicating an addition of 1.

- Crab 1: Number 4, blank space.
- Crab 2: Number 5, blank space.
- Crab 3: Number 11, blank space.

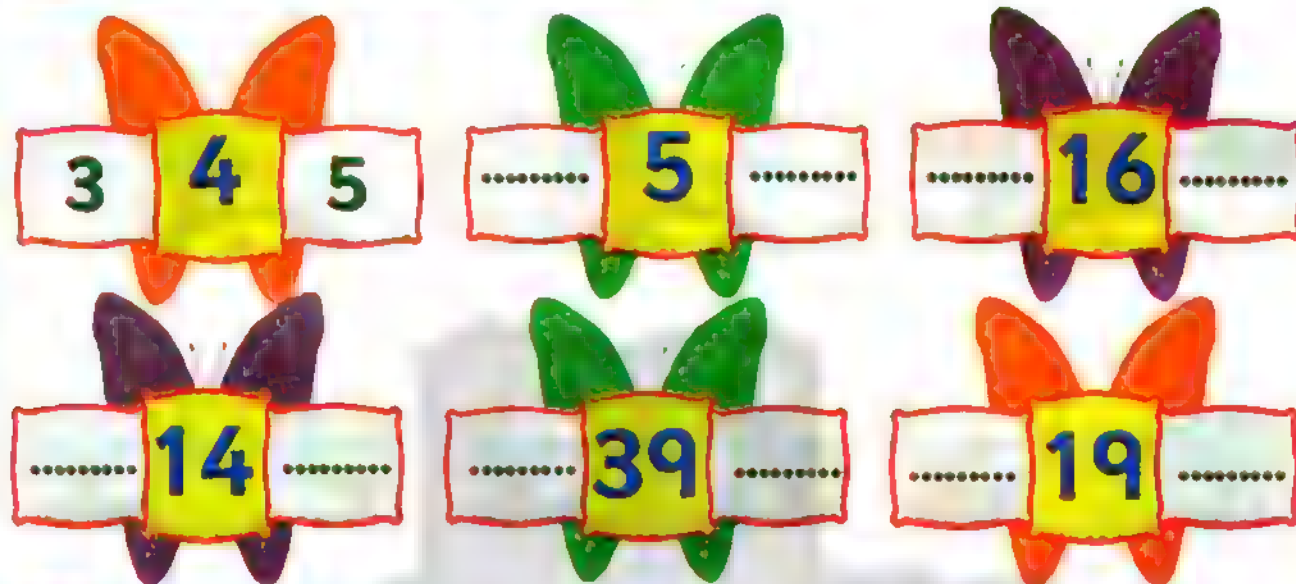
2 Complete:

Three crabs are shown, each with a number in a yellow circle and a blank space in a white circle. Above each crab is a curved arrow with a "-1" sign, indicating a subtraction of 1.

- Crab 1: Blank space, Number 35.
- Crab 2: Blank space, Number 29.
- Crab 3: Blank space, Number 23.



Complete as the example:



Complete:

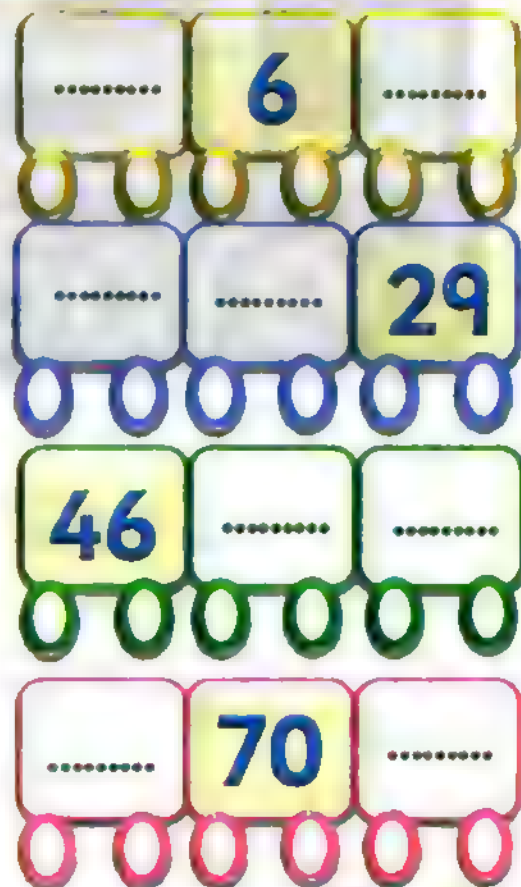
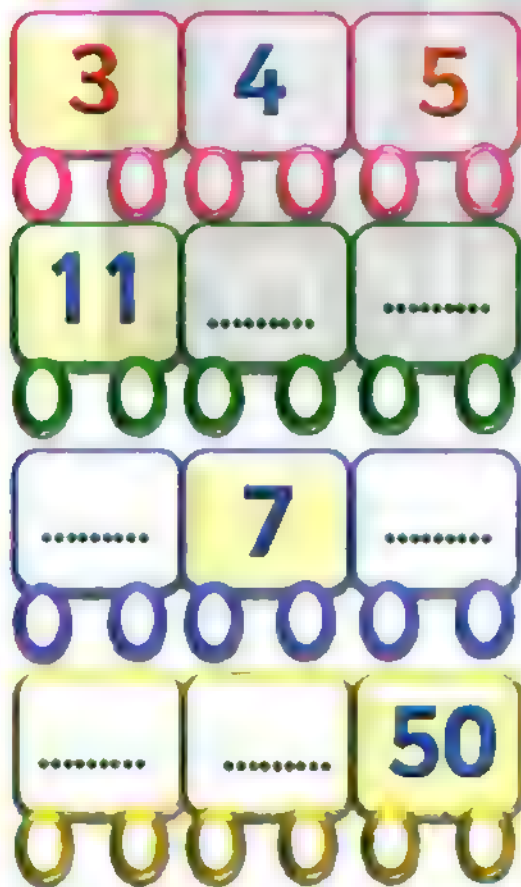
One less	Number	One more
4	5	6
.....	7	.....
.....	12	.....
.....	15	.....
17	.....	.....
.....	.....	39
.....	20	.....
.....	.....	47



5 Complete:



6 Complete as the example:



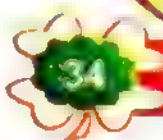


7 Complete:

is 1 more than **39** **69** is 1 more than
 is 1 less than **50** **23** is 1 less than
 is 1 more than **91** **50** is 1 more than

8 Choose the correct answer:

14 is 1 (more than - less than) **15**
36 is 1 (more than - less than) **35**
46 is 1 (more than - less than) **45**
50 is 1 (more than - less than) **49**
79 is 1 (more than - less than) **80**
63 is 1 (more than - less than) **64**



Lessons
(69 - 70)

Money

Outcomes

Students will:

- Participate in Calendar Math activities.
- Identify similarities and differences between LE 1 notes LE 10 notes.
- Count 1 Egyptian pound notes and 10 Egyptian pound notes.
- Calculate how to pay for items up to LE 50 using 1 and 10 Egyptian pound notes.

Find the result:

$5 + 3 = \dots\dots\dots$

$6 + 7 = \dots\dots\dots$

$7 + 3 = \dots\dots\dots$

$5 + 5 = \dots\dots\dots$

$9 + 1 = \dots\dots\dots$

$8 + 7 = \dots\dots\dots$

$6 + 9 = \dots\dots\dots$

$2 + 8 = \dots\dots\dots$

$5 + 8 = \dots\dots\dots$

$9 + 3 = \dots\dots\dots$

$10 + 5 = \dots\dots\dots$

$12 + 6 = \dots\dots\dots$

$20 + 6 = \dots\dots\dots$

$30 + 3 = \dots\dots\dots$

$40 + 9 = \dots\dots\dots$

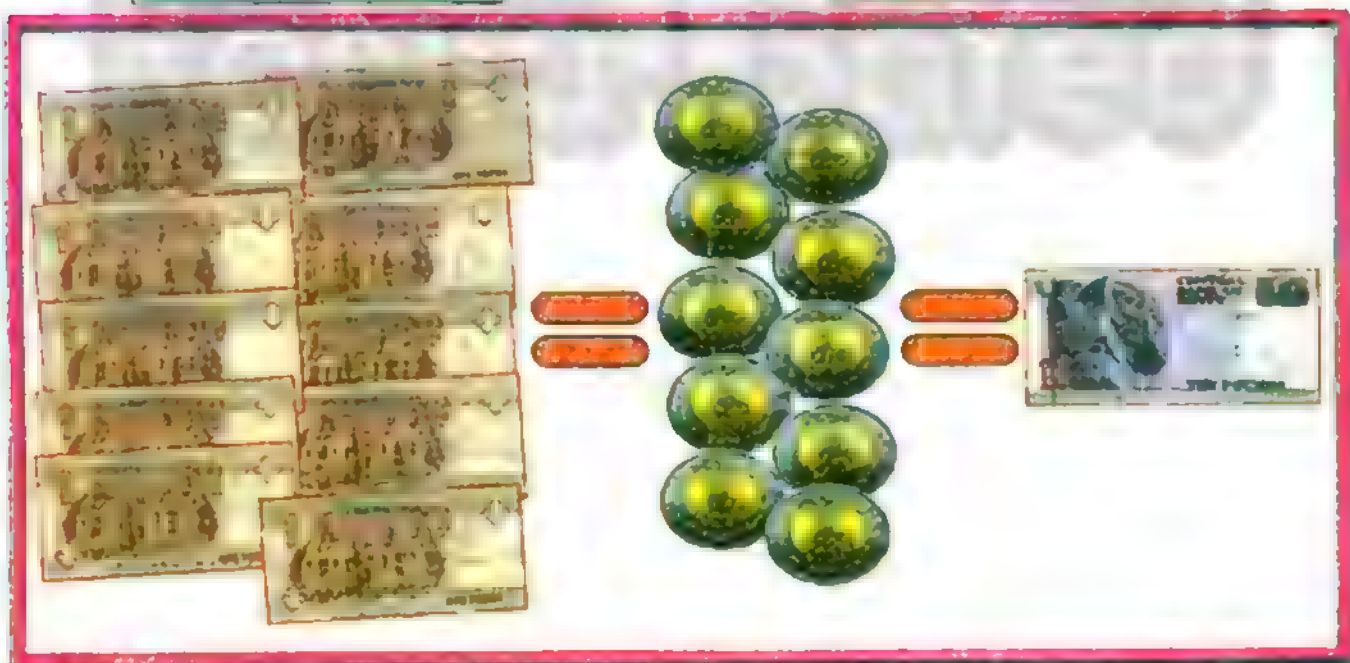
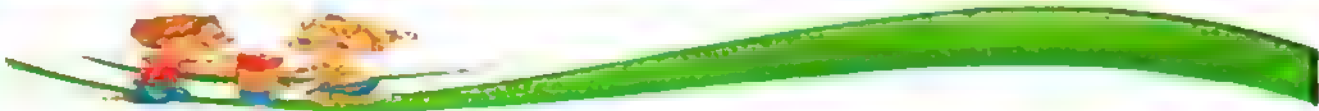
$50 + 8 = \dots\dots\dots$

$20 + 9 = \dots\dots\dots$

$20 + 4 = \dots\dots\dots$

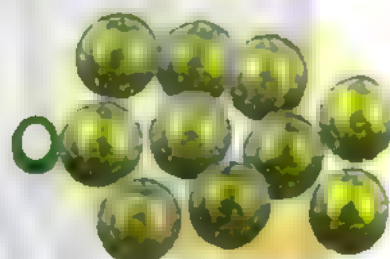
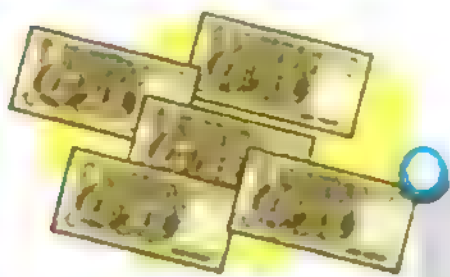
$30 + 9 = \dots\dots\dots$

$60 + 3 = \dots\dots\dots$



Activities

1 Match:






2


Compare using ($>$, $<$, $=$):

38

Maths Chapter 11 - Lessons (61 - 70)

Notice:

 = 10 pounds

 = 20 pounds

 = 50 pounds

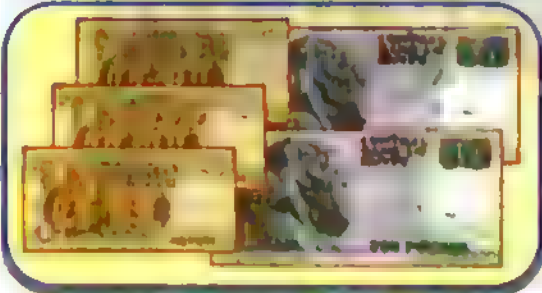

Write the amount of each group:



L.E



L.E



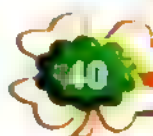
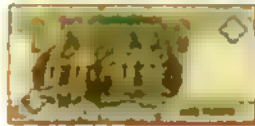
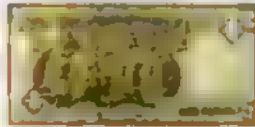
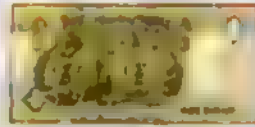
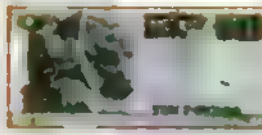
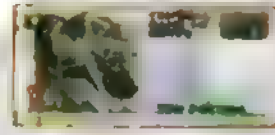
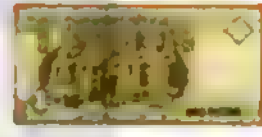
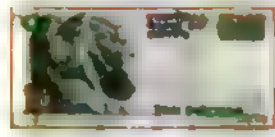
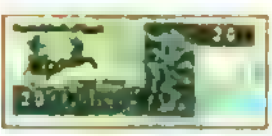
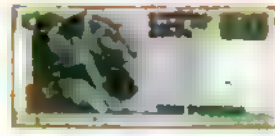
L.E



L.E



Circle the notes and coins to get the given price:



Maths Chapter 10 - Money (20 - 40)

5

Match to the suitable price:

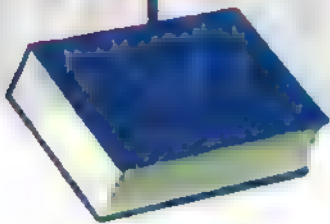
LE50



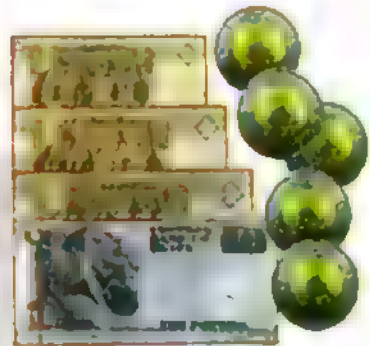
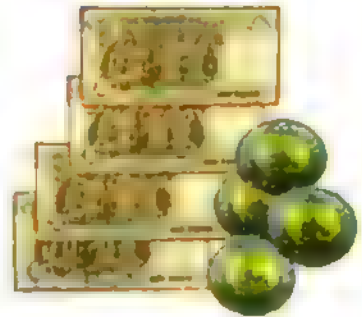
LE25



LE18



LE8



AL-Baher Primary (1) Second Term

41



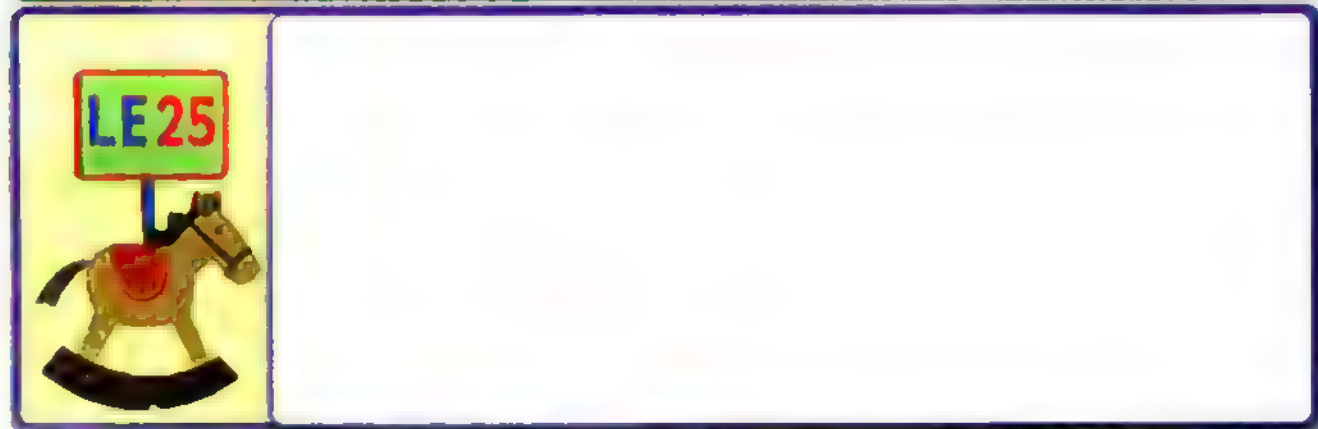
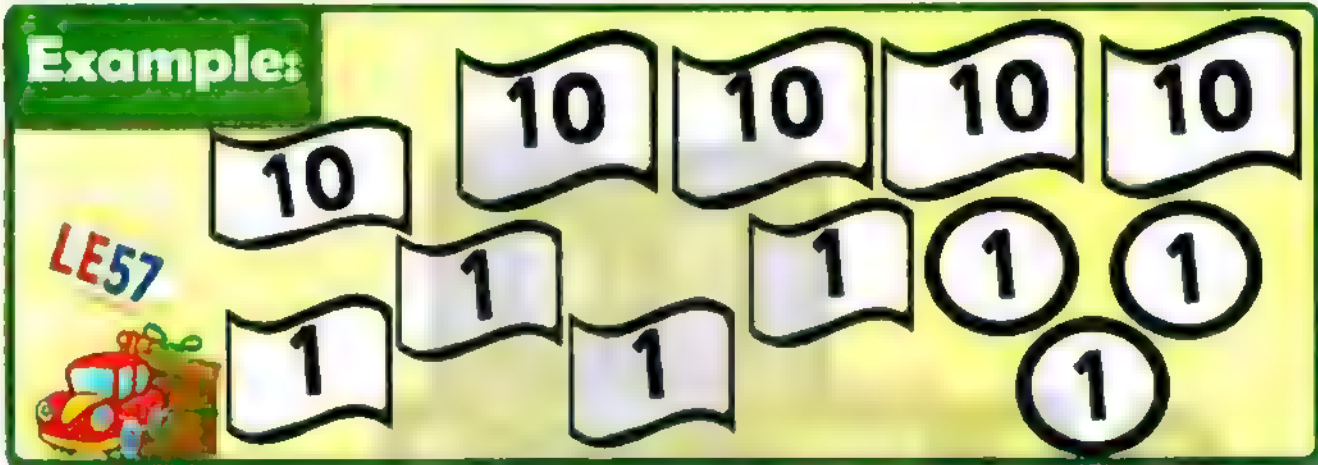
6 Draw notes to show the price:

1

10

1

Example:



Chapter Two



↳ Lessons (71 - 75) Tens and Ones / place value

↳ Lessons (76 - 77) Comparing **two-digit** numbers

↳ Lessons (78 - 79) Ordering four or more **two-digit** numbers

↳ Lesson (80) Subtracting Multiples of (10) from multiples of (10)

Lessons
(71 - 75)

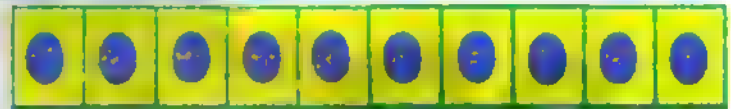
Tens and Ones / Place value

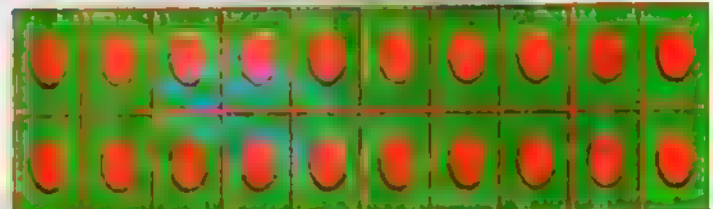
Outcomes

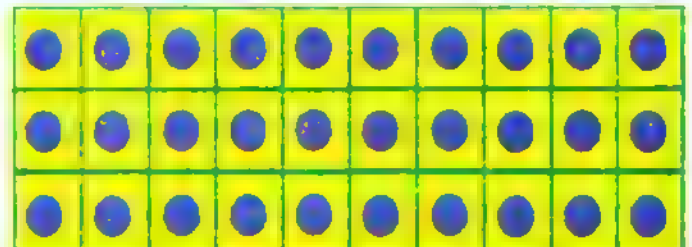
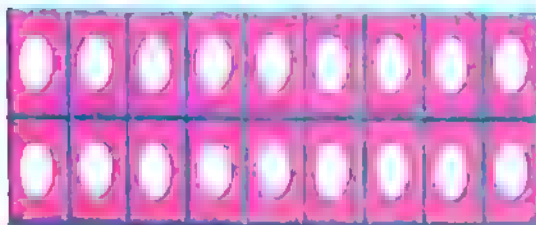
Students will:

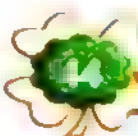
- Participate in Calendar Math activities.
- Demonstrate understanding that a **two-digit** number represents amounts of **Tens** and **Ones**.
- Represent **two-digit** numbers as a quantity of Tens and Ones.
- Determine the value and place value of each digit in a **two-digit** number.

Count and write the numbers:



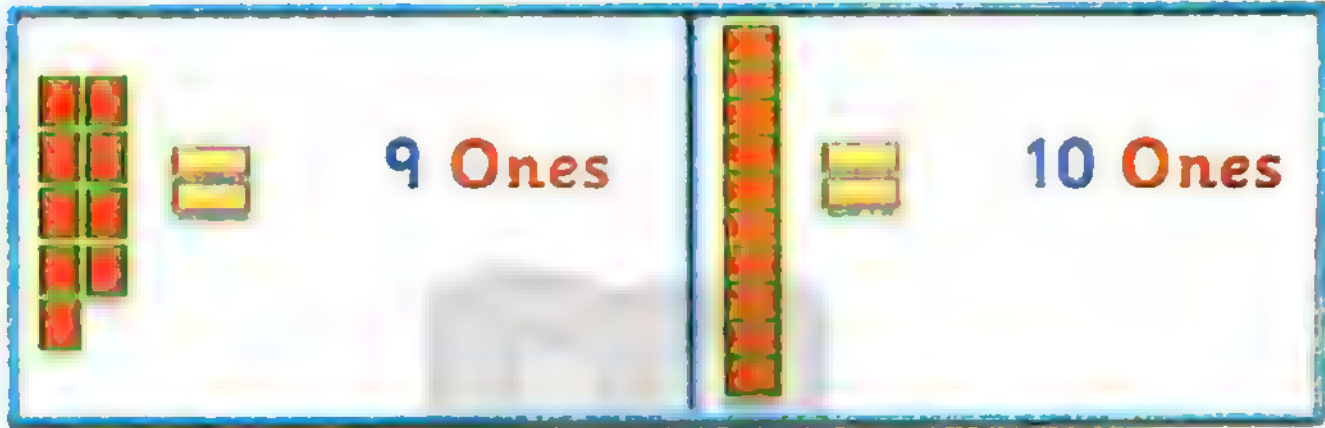




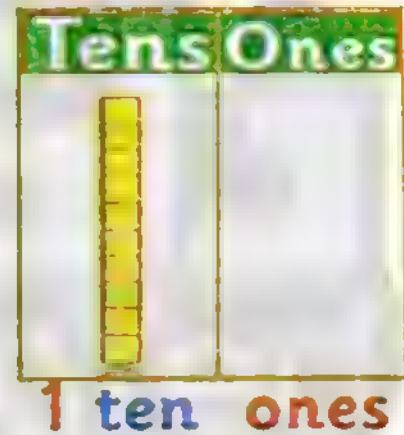
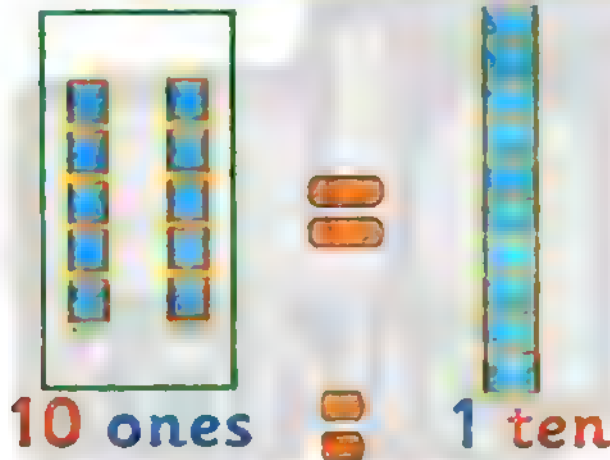


Lessons (71 - 75)

Tens / Ones



You can group 10  to make 1 ten



$$3 \text{ tens} + 4 \text{ ones} = 34$$

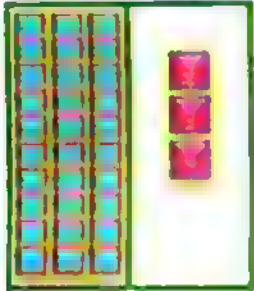


$$4 \text{ tens} + 3 \text{ ones} = 43$$



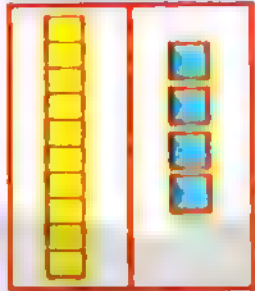
Write how many tens and ones then write the number:

Tens Ones



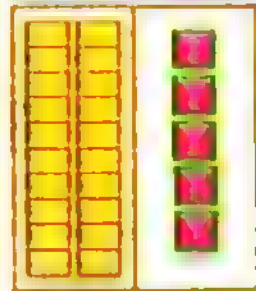
..... tens ones =

Tens Ones



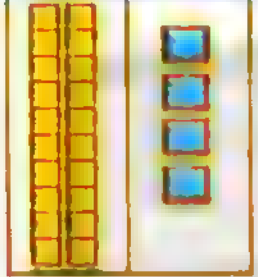
..... tens ones =

Tens Ones



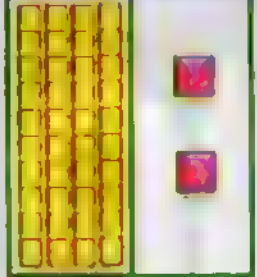
..... tens ones =

Tens Ones



..... tens ones =

Tens Ones



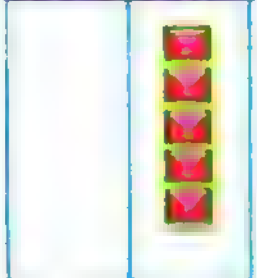
..... tens ones =

Tens Ones



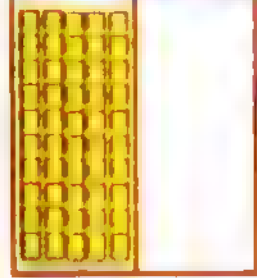
..... tens ones =

Tens Ones



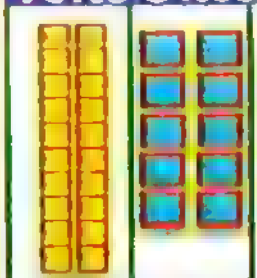
..... tens ones =

Tens Ones



..... tens ones =

Tens Ones

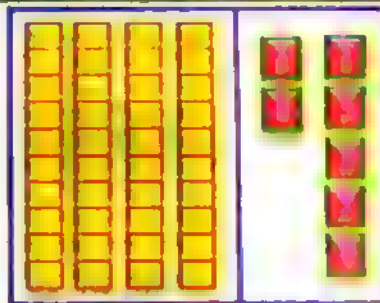


..... tens ones =

There are different ways to think about a number.

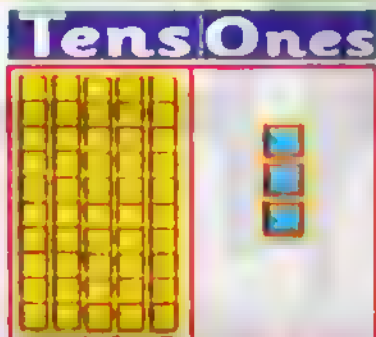
Learn:

4 tens, 7 ones
 $40 + 7 = 47$



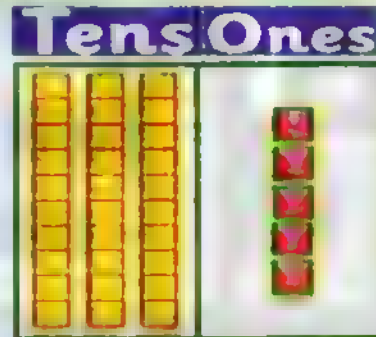
Activities

1 Write how many tens and ones, write the number in two different ways:



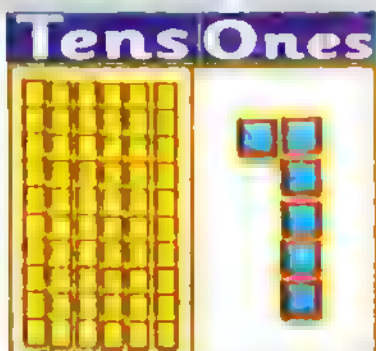
..... tens ones

..... + =



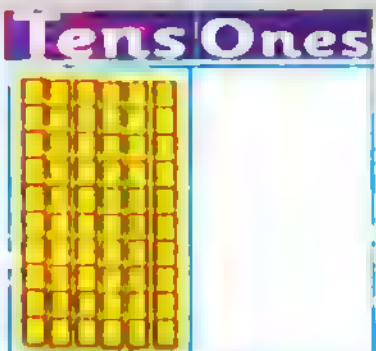
..... tens ones

..... + =



..... tens ones

..... + =



..... tens ones

..... + =



Count how many tens and ones then write the numbers

Tens		Ones
3	4	34

3 tens 4 ones

Tens		Ones
.....

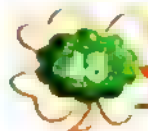
..... tens ones

Tens		Ones
.....

..... tens ones

Tens		Ones
.....

..... tens ones



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هذا العمل خاص بموقع ذاكرولي التعليمي ولا يسمح بتداوله على مواقع أخرى

3 Write the number:

Tens Ones

5	4
---	---

54

Tens Ones

6	3
---	---

.....

Tens Ones

7	2
---	---

.....

Tens Ones

4	3
---	---

.....

Tens Ones

6	5
---	---

.....

Tens Ones

7	0
---	---

.....

4 Write the tens and ones:

Tens Ones

.....
-------	-------

54

Tens Ones

.....
-------	-------

40

Tens Ones

.....
-------	-------

25

Tens Ones

.....
-------	-------

6

Tens Ones

.....
-------	-------

67

Tens Ones

.....
-------	-------

96



5 Complete:

$43 = \underline{4} \text{ tens , } \underline{3} \text{ ones}$

$6 \text{ tens , } 3 \text{ ones} = \underline{63}$

$56 = \dots \text{ tens , } \dots \text{ ones}$

$7 \text{ tens , } 9 \text{ ones} = \dots$

$74 = \dots \text{ tens , } \dots \text{ ones}$

$8 \text{ tens , } 8 \text{ ones} = \dots$

$60 = \dots \text{ tens , } \dots \text{ ones}$

$4 \text{ tens , } 0 \text{ ones} = \dots$

$7 = \dots \text{ tens , } \dots \text{ ones}$

$0 \text{ tens , } 6 \text{ ones} = \dots$

6 Complete:

	The place value	The value
<u>3</u> 5	Tens	30
6 <u>5</u>
<u>7</u> 6
7 <u>9</u>
<u>9</u> 0
1 <u>7</u>
<u>7</u> 8
<u>8</u> 3
<u>5</u> 0

Remember

The place value and the value

Tens	Ones
4	6

Place value

40 6

value

4 is in the tens place and its value = 40

4 6

6 is in the ones place and its value = 6

..... is in the tens place and its value =

5 8

..... is in the ones place and its value =

7 is in the tens place and its value =

7 4

4 is in the ones place and its value =



Activities



Complete as the example:

52

5 tens
50
2 ones
2

65

..... tens
.....
..... ones
.....

49

..... tens
.....
..... ones
.....

31

..... tens
.....
..... ones
.....

9

..... tens
.....
..... ones
.....

70

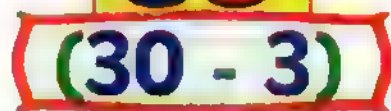
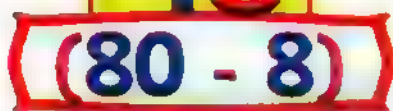
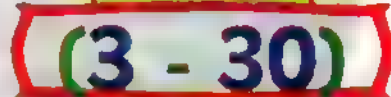
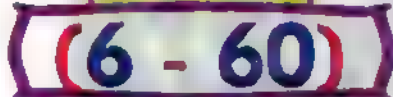
..... tens
.....
..... ones
.....



Write the value of each digit:



Circle the value of the red digits:





4 Circle the place value of the blue digits:

53

(ones – tens)

67

(ones – tens)

43

(ones – tens)

85

(ones – tens)

76

(ones – tens)

54

(ones – tens)

5 Complete as the example:

In 35, the digit 3 is in the tens place. Its value is 30

In 46, the digit 4 is in the place. Its value is

In 78, the digit 8 is in the place. Its value is

In 52, the digit 5 is in the place. Its value is

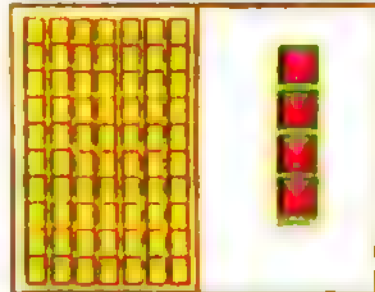
In 67, the digit 7 is in the place. Its value is



6 Match the number to the correct picture:

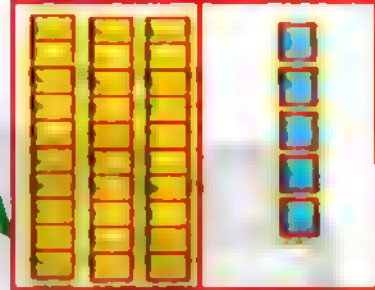
3 tens, 5 ones 35

Tens Ones



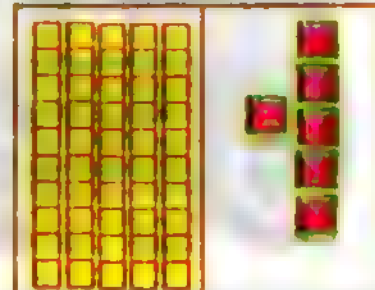
5 tens, 6 ones

Tens Ones



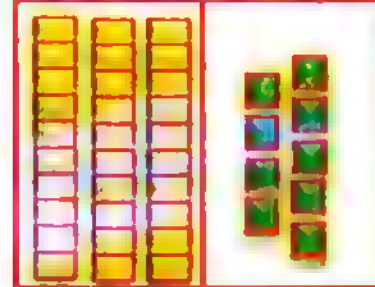
3 tens, 9 ones

Tens Ones



7 tens, 4 ones

Tens Ones





7 Write the value of the underlined digits:

90

22

95

47

78

36

17

85

8 Match the value to the correct number:

3 tens, 5 ones

9

4 tens

32

3 tens , 2 ones

40

2 tens, 3 ones

35

9 ones

23

Lessons
(76 - 77)

Comparing two-digit numbers

Outcomes

Students will:

- Participate in Calendar Math activities.
- Demonstrate understanding that a **two-digit** number represents amounts of **Tens** and **Ones**.
- Represent **two-digit** numbers as a quantity of **Tens** and **Ones**.
- Determine the value of each digit in a **two-digit** number.
- Compare **two-digit** numbers using the $>$, $<$, and $=$ symbols

Compare using ($>$, $<$ or $=$):

5 7

23 32

6 3

12 twelve

9 8

$10 + 10 + 10$ 30

11 11

$20 + 3$ $30 + 2$

twelve $10 + 1$

50 $49 + 1$

greater than less than equals

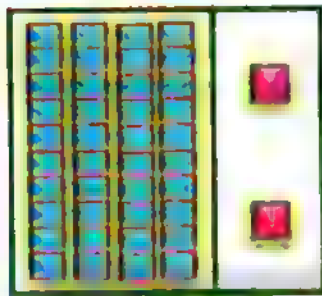
>

<

=



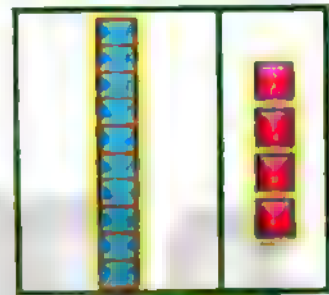
To compare 2-digit numbers,
First: Compare the tens, if the tens are
the same, then compare the ones.



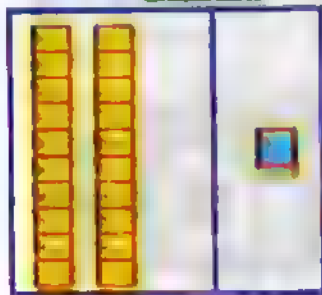
42

greater than

>



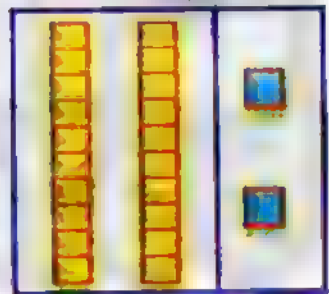
14



21

less than

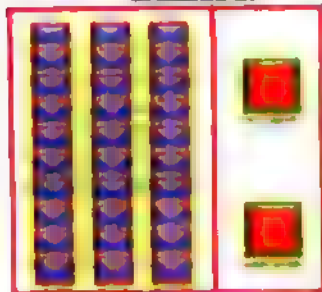
<



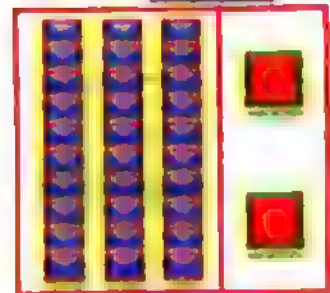
22

equals

=



32

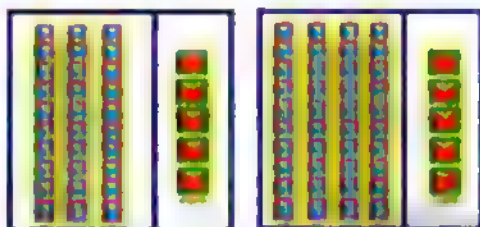


32

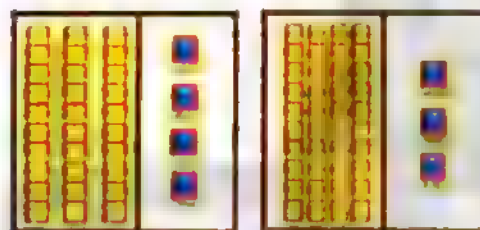


Activities

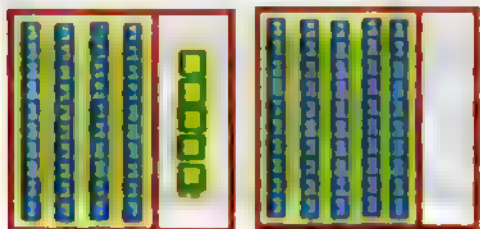
1 Compare using ($<$, $>$ or $=$):



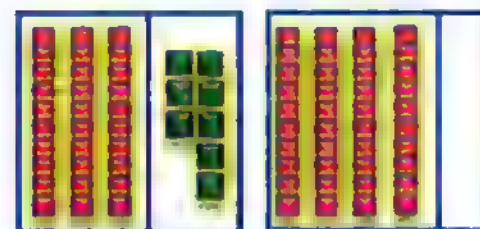
35 45



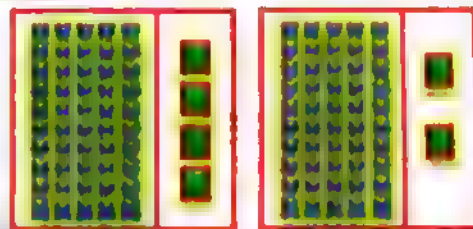
.....



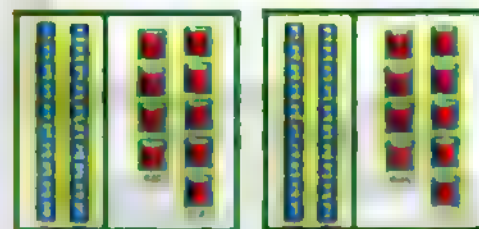
.....



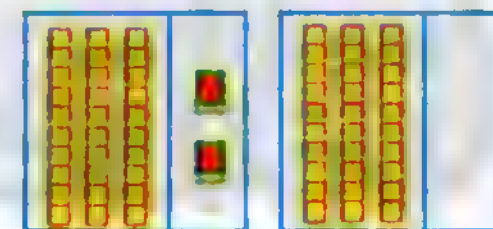
.....



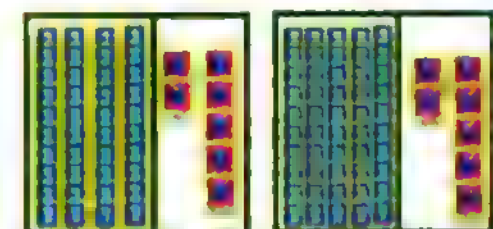
54 52



.....



.....



.....



2 Compare using ($>$, $<$ or $=$):

$43 \square 52$

$62 \square 43$

$79 \square 69$

$32 \square 23$

$44 \square 44$

$53 \square 32$

$29 \square 30$

$44 \square 49$

$19 \square 90$

$58 \square 85$

3 Compare using ($>$, $<$ or $=$):

$37 \square 30+7$

$43 \square 40+6$

$50+5 \square 15$

$30+3 \square 33$

$70+8 \square 80+7$

$6 \text{ tens, } 4 \text{ ones} \square 46$

$6 \text{ tens} \square 4 \text{ tens, } 8 \text{ ones}$

$8 \text{ tens, } 9 \text{ ones} \square 88$

$5 \text{ tens, } 3 \text{ ones} \square 35$

$7 \text{ ones} \square 2 \text{ tens}$



Choose the correct answer:

$61 > \dots\dots\dots$

$(62 - 59 - 73 - 82)$

$76 < \dots\dots\dots$

$(75 - 90 - 59 - 63)$

$99 = \dots\dots\dots$

$(98 - 76 - 100 - 90 + 9)$

$\dots\dots\dots < 63$

$(63 - 79 - 64 - 52)$

$\dots\dots\dots > 60$

$(5 \text{ tens} - 7 \text{ ones} - 7 \text{ tens} - 30)$



Complete:

 $\dots\dots\dots$ is less than 57

 53 is greater than $\dots\dots\dots$
 $\dots\dots\dots$ is equal to 29

 25 is less than $\dots\dots\dots$
 $\dots\dots\dots$ is greater than 30

 30 is less than $\dots\dots\dots$
 $\dots\dots\dots$ is equal to 41

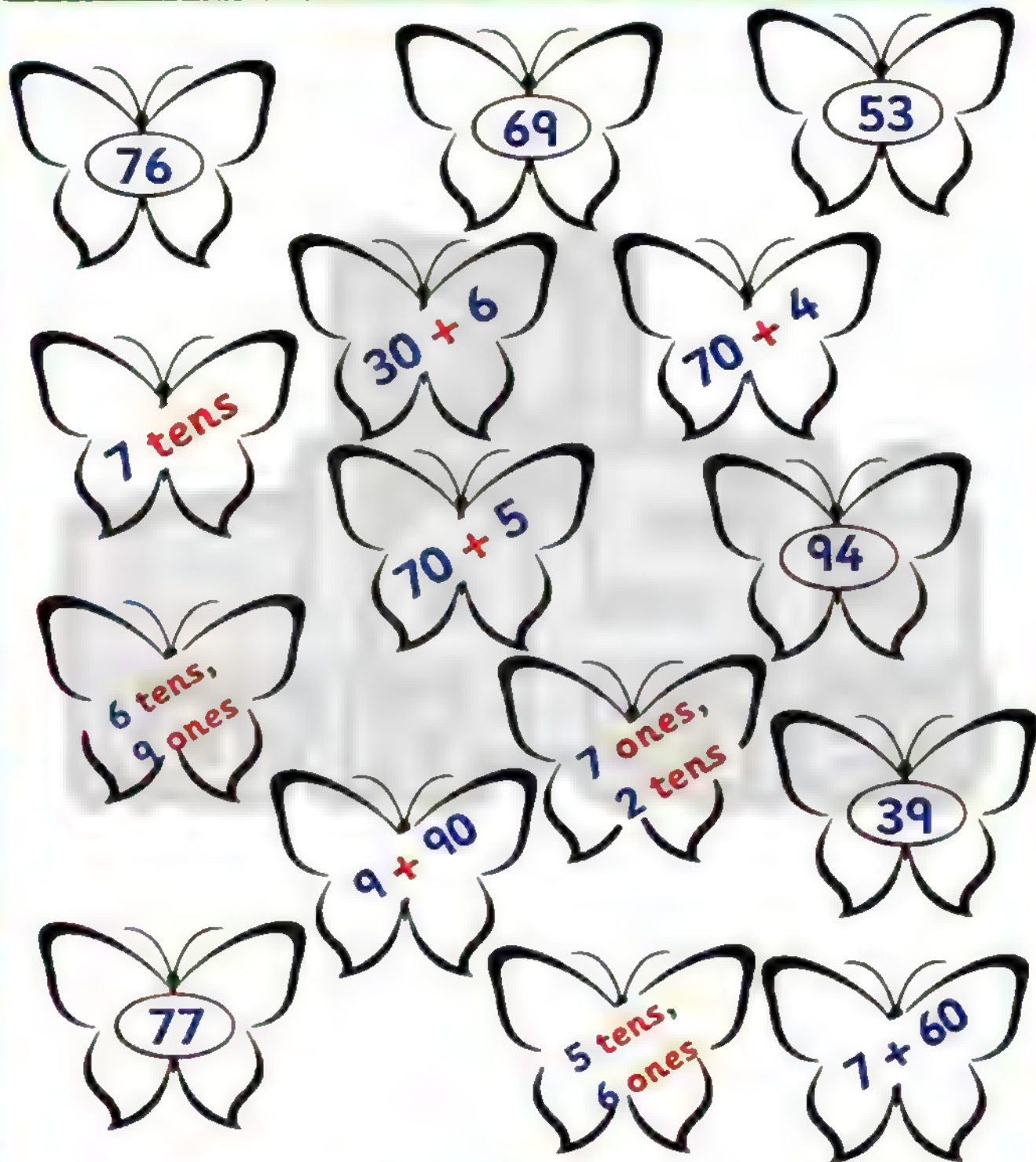
 $40 + 4$ is equal to $\dots\dots\dots$
 $\dots\dots\dots$ is less than 18

 3tens, 2ones is less than $\dots\dots$
 $\dots\dots\dots$ is equal to $30 + 2$

 24 is less than $\dots\dots\dots$



Color the numbers that are greater than 70 in red,
less than 70 in blue and equal to 70 in yellow:



Lessons
(78 - 79)

Ordering four or more two-digit numbers

Outcomes

Students will:

- Participate in Calendar Math activities.
- Use the place value to compare two-digit numbers.
- Order four or more two-digit numbers from least to greatest and greatest to least.

Circle the greatest numbers:

23 42

56 76

36 37

48 95

21 12

9 19

27 37

53 35

Color the greatest number in red and the least in blue in each set:

43 56 72 39

7 18 71 39

41 23 56 17

56 61 75 32



$$15 > 9$$

Any **two-digit** number is greater than any **one-digit** number.

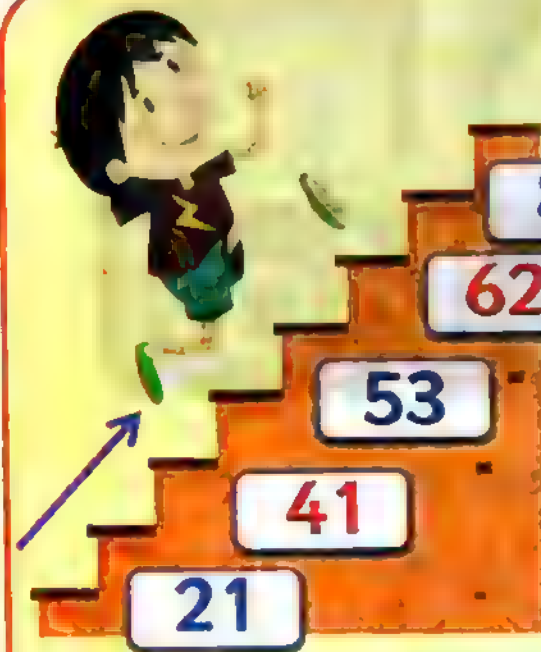


$$63 > 59$$

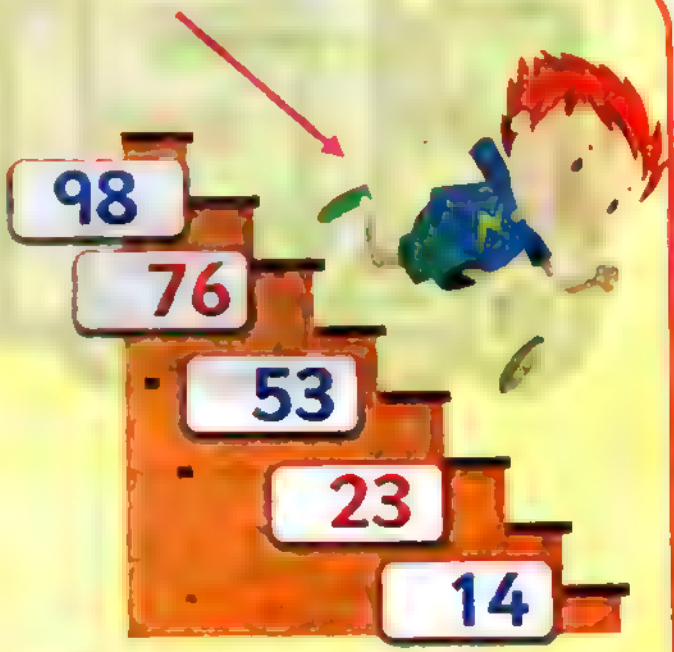
Because **6 tens** is greater than **5 tens**. We compare digits in tens place first.

$$53 < 54$$

When the digit in **tens** place in the two numbers is the same, **we compare** the digits in **ones** place.

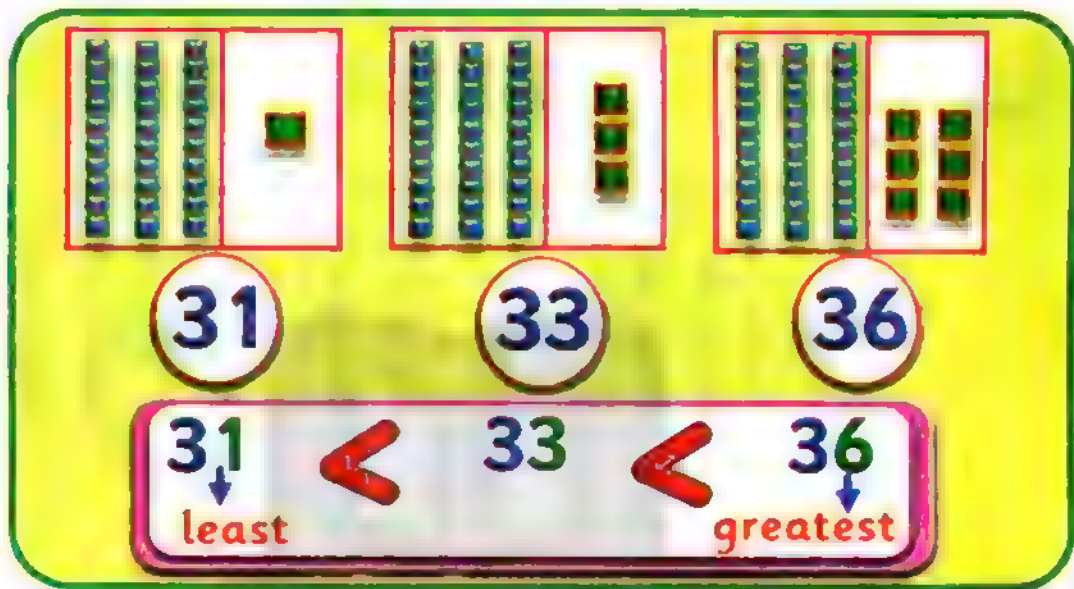


An ascending order



A descending order

You can order numbers from the **least** to the **greatest**:

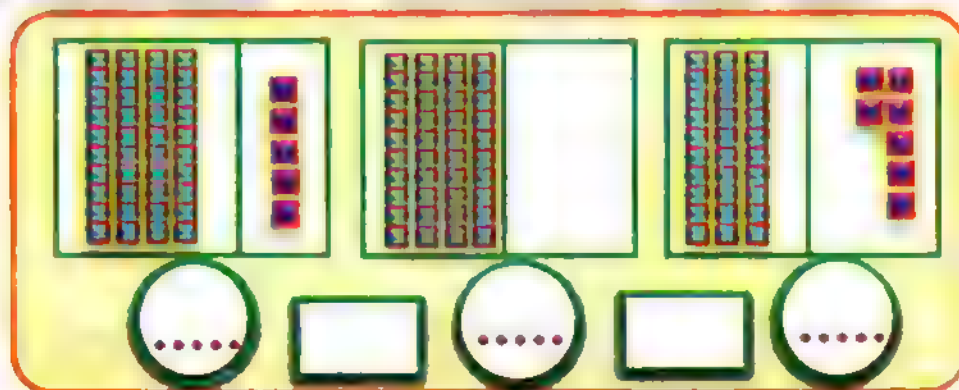
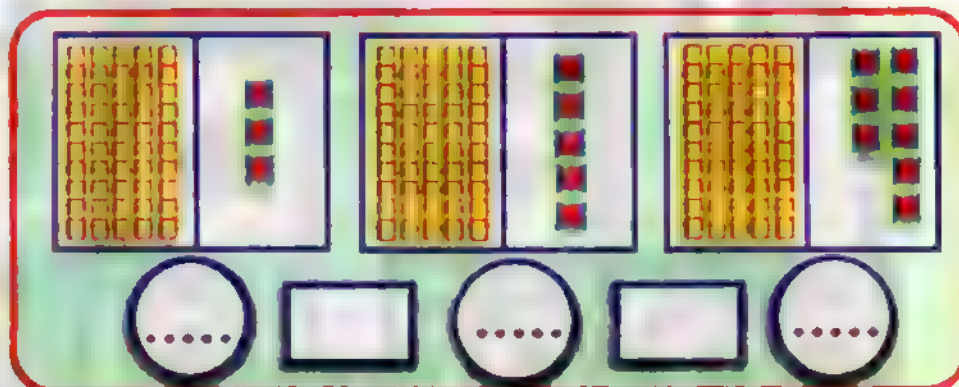
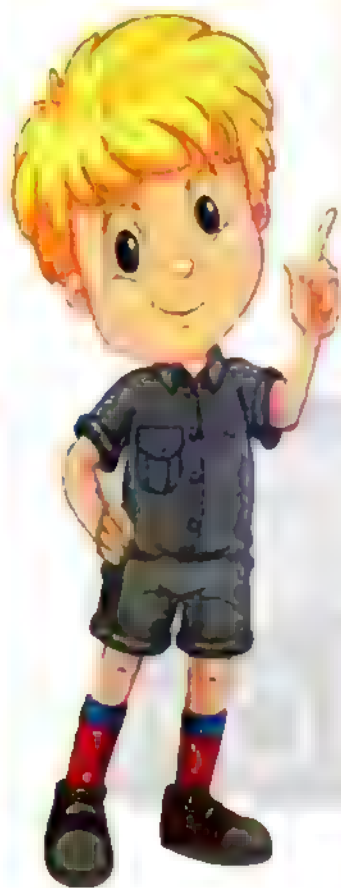


You can order numbers from the **greatest** to the **least**:





1 Compare the numbers and write them in the correct order:





Write the numbers in the correct order:



$26 > 25 > 23$
greatest least



greatest least



least greatest



greatest least



least greatest



greatest least



Write the numbers in order from the least to the greatest:

36

52

43

47

52

65

..... < <

..... < <

45

22

56

56

22

44

..... < <

..... < <

14

5

36

72

35

64

..... < <

..... < <



Write the numbers in order from the greatest to the least:

54

34

76

25

73

47

..... > >

..... > >

33

43

23

15

13

22

..... > >

..... > >

45

53

14

56

77

95

..... > >

..... > >



Write the numbers in an ascending order:



..... , , ,



..... , , ,



..... , , ,



Write the numbers in a descending order:

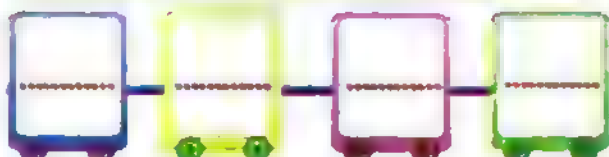
36 , 21 , 54 , 93



43 , 52 , 42 , 15



67 , 39 , 8 , 18



65 , 47 , 58 , 13



Lesson (80)

Subtracting Multiples of 10 from multiples of 10

Outcomes

Students will:

- Participate in Calendar Math activities.
- Subtract multiples of 10 from multiples of 10.
- Apply multiple strategies to solve subtraction problems.
- Skip count 10 up to 90

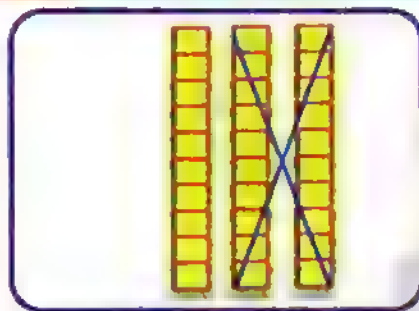
→ Multiples of ten:



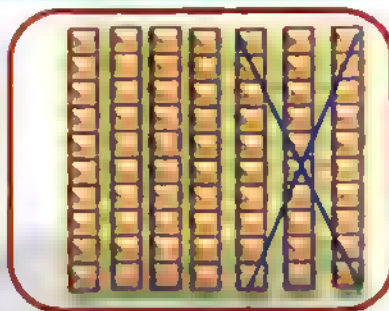
Activities



Write the remainder number :



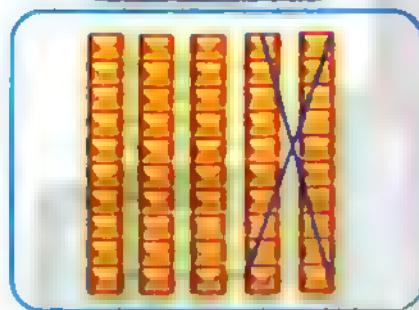
10



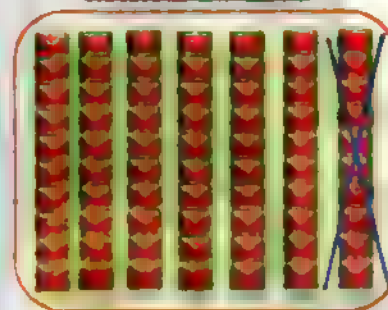
.....



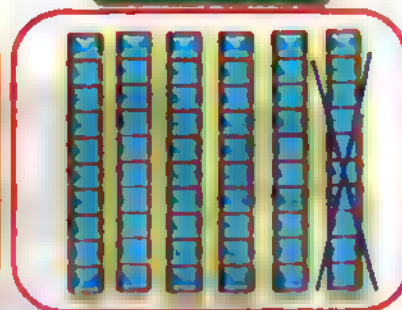
.....



.....



.....



.....



Complete:

a) 10 20 50

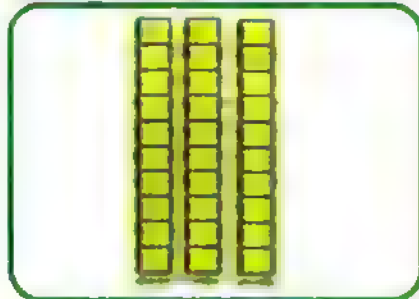
b) 50 70

c) 50 90

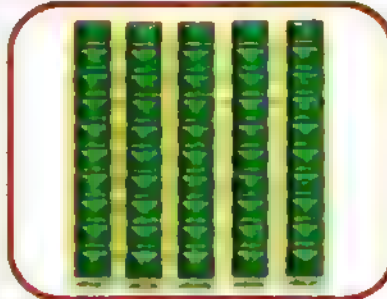


3

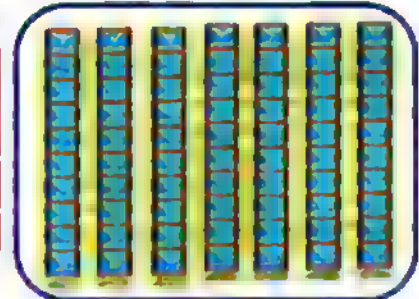
Write the number:



30



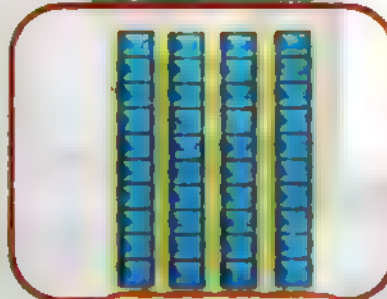
.....



.....



.....



.....



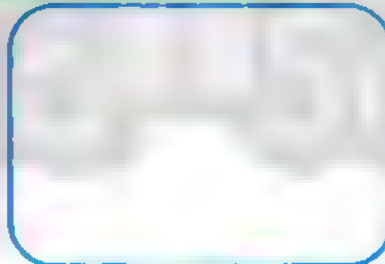
.....

4

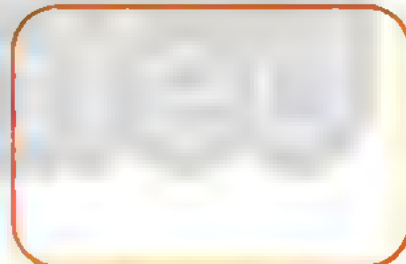
Draw tens as the example:



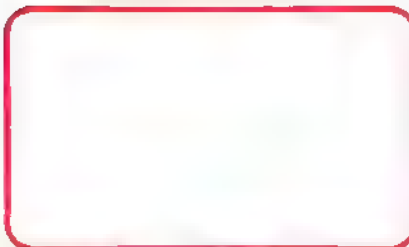
50



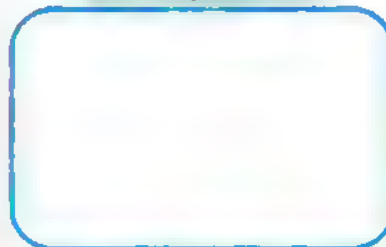
30



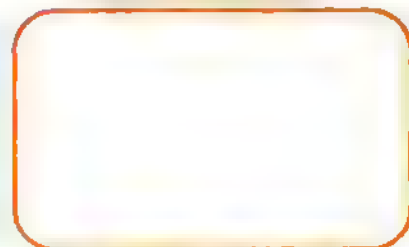
10



20



60



40

72

Math / Chapter (2) / Lesson (80)

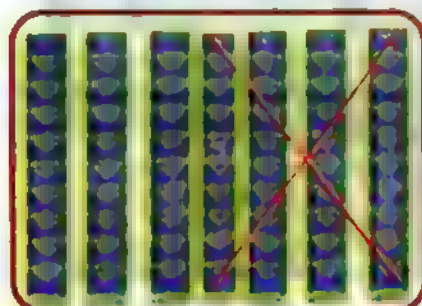
5

Color all multiples of 10 up to 100 on the 100 chart:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

6

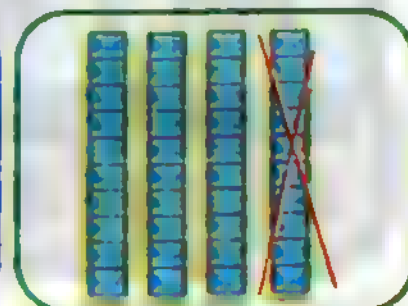
Subtract tens as the example:



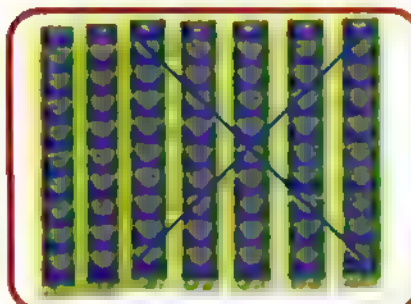
$$70 - 40 = 30$$



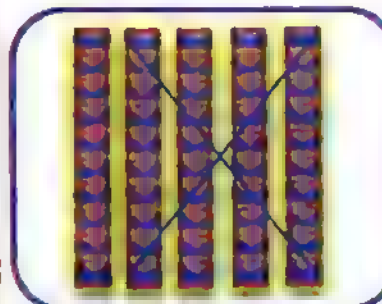
$$50 - 20 = \dots$$



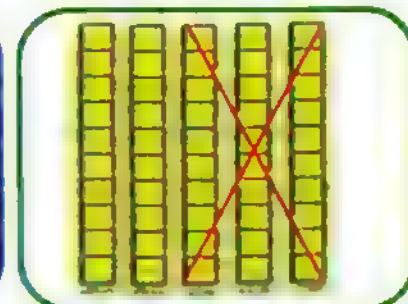
$$40 - 10 = \dots$$



$$70 - 50 = \dots$$



$$50 - 40 = \dots$$



$$50 - 30 = \dots$$

Chapter Three



- ↳ Lessons (81 - 83) Subtracting Tens
- ↳ Lessons (84 - 85) Strategies to solve Addition Problems within (20)
- ↳ Lesson (86) Strategies to solve Subtraction Story Problems within (20)
- ↳ Lessons (87 - 89) Counting Forward by Tens / (Money)
- ↳ Lesson (90) Counting Backward by Ones and Tens / (Money)

Lessons

(81 - 82 - 83)

Subtracting Tens

Outcomes

Students will:

- Participate in Calendar Math activities.
- Subtract multiples of 10 from multiples of 10 within 90.
- Apply place value concepts to solve subtraction problems.

Review

Subtract the following:

$6 - 2 = \dots\dots$

$7 - 7 = \dots\dots$

$5 - 3 = \dots\dots$

$5 - 2 = \dots\dots$

$9 - 5 = \dots\dots$

$5 - 1 = \dots\dots$

$9 - 7 = \dots\dots$

$7 - 4 = \dots\dots$

$3 - 2 = \dots\dots$

Notice

$4 - 3 = 1$

4 minus 3 equals 1 or 4 takes away 3 equals 1

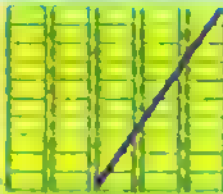
1 is the difference



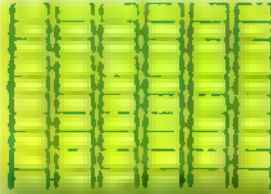
Activities

1

Subtract:



$$5 \text{ tens} - 3 \text{ tens} \\ = 2 \text{ tens} = 20$$



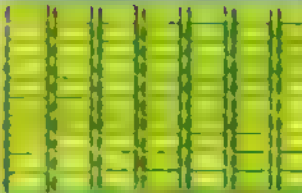
$$6 \text{ tens} - 2 \text{ tens} \\ = \dots\dots\dots \text{tens} = \dots\dots\dots$$



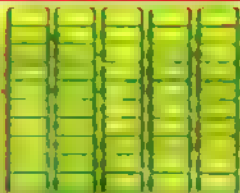
$$9 \text{ tens} - 7 \text{ tens} \\ = \dots\dots\dots \text{tens} = \dots\dots\dots$$



$$3 \text{ tens} - 3 \text{ tens} \\ = \dots\dots\dots \text{tens} = \dots\dots\dots$$



$$7 \text{ tens} - 2 \text{ tens} \\ = \dots\dots\dots \text{tens} = \dots\dots\dots$$



$$5 \text{ tens} - 1 \text{ tens} \\ = \dots\dots\dots \text{tens} = \dots\dots\dots$$

2

Subtract:

$$6 \text{ tens} - 3 \text{ tens} \\ = 3 \text{ tens} \\ = 30$$

$$5 \text{ tens} - 2 \text{ tens} \\ = \dots\dots\dots \text{tens} \\ = \dots\dots\dots$$

$$8 \text{ tens} - 4 \text{ tens} \\ = \dots\dots\dots \text{tens} \\ = \dots\dots\dots$$

$$7 \text{ tens} - 5 \text{ tens} \\ = \dots\dots\dots \text{tens} \\ = \dots\dots\dots$$

$$4 \text{ tens} - 1 \text{ tens} \\ = \dots\dots\dots \text{tens} \\ = \dots\dots\dots$$

$$9 \text{ tens} - 4 \text{ tens} \\ = \dots\dots\dots \text{tens} \\ = \dots\dots\dots$$

76

Math / Chapter (3) / Lessons (81 - 83)



7 tens - 7 tens

= tens

=

3 tens - 2 tens

= tens

=

7 tens - 2 tens

= tens

=



Subtract:

60 → 6 tens

30 → 3 tens

50 → tens

40 → tens

80 → tens

40 → tens

30 → 3 tens

..... → tens

..... → tens

70 → tens

20 → tens

60 → tens

40 → tens

50 → tens

30 → tens

..... → tens

..... → tens

..... → tens

40 → tens

30 → tens

70 → tens

10 → tens

60 → tens

60 → tens

..... → tens

..... → tens

..... → tens



Subtract:

$$7 - 3 = 4$$



$$70 - 30 = 40$$

$$5 - 2 = \dots\dots\dots$$



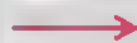
$$50 - 20 = \dots\dots\dots$$

$$9 - 5 = \dots\dots\dots$$



$$90 - 50 = \dots\dots\dots$$

$$6 - 4 = \dots\dots\dots$$



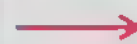
$$60 - 40 = \dots\dots\dots$$

$$4 - 2 = \dots\dots\dots$$



$$40 - 20 = \dots\dots\dots$$

$$5 - 1 = \dots\dots\dots$$



$$50 - 10 = \dots\dots\dots$$

$$6 - 6 = \dots\dots\dots$$



$$60 - 60 = \dots\dots\dots$$



Subtract:

$$70 - 30 = 40$$

$$50 - 20 = \dots\dots\dots$$

$$90 - 10 = \dots\dots\dots$$

$$70 - 60 = \dots\dots\dots$$

$$60 - 50 = \dots\dots\dots$$

$$60 - 40 = \dots\dots\dots$$

$$7 \text{ tens} - 50 = \dots\dots\dots$$

$$6 \text{ tens} - 20 = \dots\dots\dots$$

$$5 \text{ tens} - 10 = \dots\dots\dots$$

$$70 - 3 \text{ tens} = \dots\dots\dots$$

$$90 - 6 \text{ tens} = \dots\dots\dots$$

$$50 - 5 \text{ tens} = \dots\dots\dots$$



Subtract:



Math the equal results:

$50 - 30$

$40 - 10$

$6 \text{ tens} - 50$

$90 - 30$

$7 \text{ tens} - 30$

$60 - 50$

$70 - 3 \text{ tens}$

$80 - 20$

$4 \text{ tens} - 1 \text{ ten}$

$60 - 40$

Lessons
(84 - 85)

Strategies to Solve Addition Problems within (20)

Outcomes

Students will:

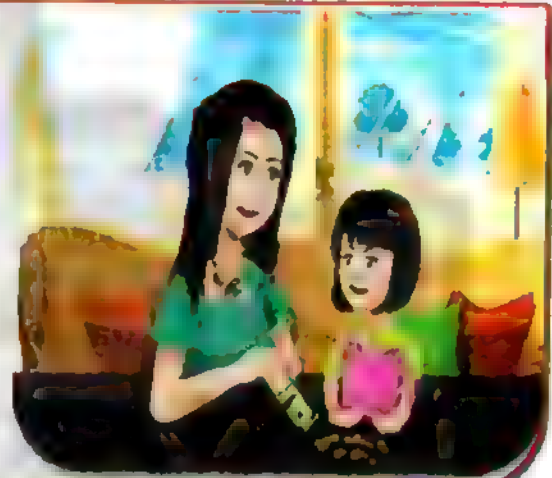
- Participate in Calendar Math activities.
- Apply strategies to solve addition story problems within 20.
- Solve addition problems to find an unknown quantity.

Think:

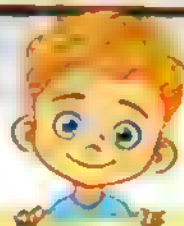
Sara had 7 pounds and her mother gave her some more pounds, now, Sara has 10 pounds, **How much money did mother give her?**

The problem is:

$$7 + \dots = 10$$



Notice



$$5 + 4 = \dots$$



**Unknown
Number**

$$6 + \dots = 9$$



**Unknown
Number**

$$\dots + 2 = 6$$



**Unknown
Number**

Story problem

Story problem is a story that has a math problem inside it.

Example

Maria had 14 marbles. Her friend gave her some more marbles; now she has 18 marbles.

How many marbles did her friend give her?

The problem is: $14 + \dots ? \dots = 18$



Answer: $14 + 4 = 18$



Notice

This strategy is called: (Drawing picture). Draw 14 circles to represent the marbles Maria started with; Below the 14 circles draw 18 circles to represent the total number of marbles line up the circle to know how many more circles.

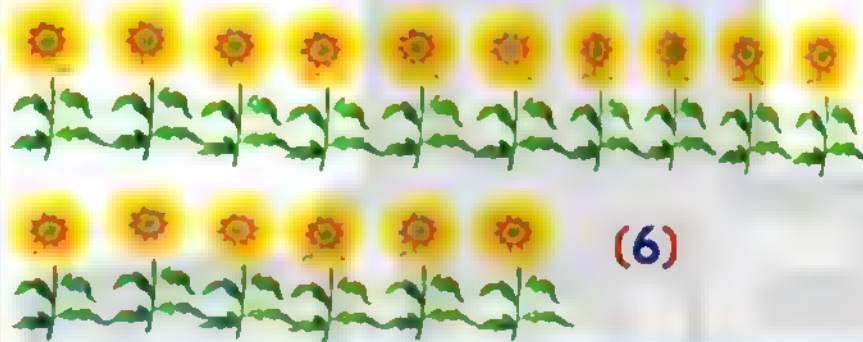


More problems:

Merry has 6 flowers, her sister gave her some extra flowers. Now, Merry has 10 flowers.

How many flowers did her sister give her?

The problem is: + =



(10)

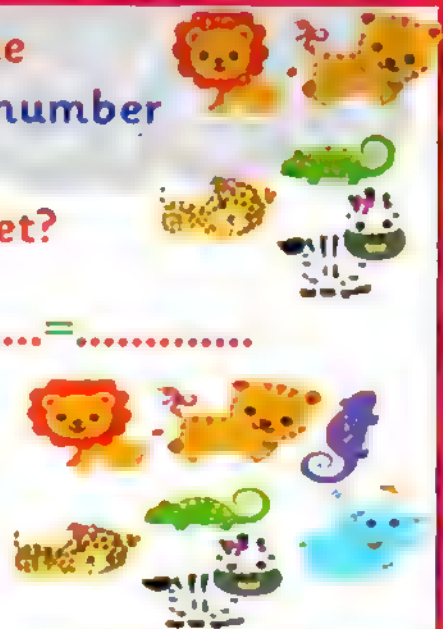
(6)



There are two sets of animals. One contains 7 animals and the total number of animals in the two sets is 12.

How many animals in the other set?

The problem is: + =



Remember ...

Fact Families

$$8 + 7 = 15 \rightarrow 15 - 7 = 8 \rightarrow 15 - 8 = 7$$



Complete:

$$6 + 3 = 9 \rightarrow 9 - 6 = \dots \rightarrow 9 - 3 = \dots$$

$$7 + 5 = 12 \rightarrow 12 - 5 = \dots \rightarrow 12 - 7 = \dots$$

$$13 + 6 = 19 \rightarrow 19 - 6 = \dots \rightarrow 19 - 13 = \dots$$

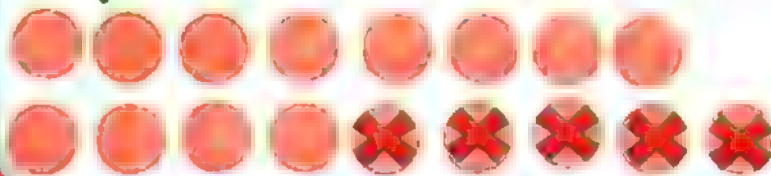
$$13 + 7 = 20 \rightarrow 20 - 7 = \dots \rightarrow 20 - 13 = \dots$$

Another strategy to solve addition problems (Fact Families Strategy)

Dina invited 5 friends to a party, on Friday Dina invited more friends. Dina invited a total of 17 friends to her party.

How many friends did Dina invite on Friday?

The problem is: $5 + \dots = 17$



$$\begin{array}{r} 17 \\ - 5 \\ \hline 12 \end{array}$$



Solve each of the following story problems.

Heba has 8 marbles. Her mother gave her more marbles, so the total number of marbles became 13.



Find number of marbles that mother gave Heba.

The problem is: + =

Soha has 8 pencils. She bought some extra pencils, the total number of pencils with Soha became 22.



How many pencils did she buy?

The problem is: + =

Shaza has 14 stamps. Her father gave her some more stamps. Now she has 19 stamps.



How many stamps did father give her?

The problem is: + =

A farmer watered 6 trees in a day. The next day he watered some more trees. The total number of the watered trees became 14. **How many trees did the farmer water on the second day?**



The problem is: + =



2

Write the missing numbers:

$$6 + \dots = 9$$

$$5 + \dots = 12$$

$$\dots + 6 = 14$$

$$13 + \dots = 18$$

$$6 + \dots = 20$$

$$12 + \dots = 15$$

$$\dots + 13 = 20$$

$$9 + \dots = 16$$

$$10 + \dots = 19$$

$$16 + \dots = 20$$

$$\dots + 3 = 19$$

$$\dots + 5 = 15$$

$$5 + \dots = 15$$

$$13 + \dots = 19$$

$$\dots + 8 = 14$$

$$\dots + 10 = 17$$

$$5 + \dots = 15$$

$$13 + \dots = 19$$

$$\dots + 8 = 14$$

$$\dots + 10 = 17$$

$$15 + \dots = 15$$

$$11 + \dots = 16$$

$$11 + \dots = 20$$

$$13 + \dots = 20$$



Lesson (86)

Strategies to Solve Subtraction Story Problems within (20)

Outcomes

Students will:

- Participate in Calendar Math activities.
- Apply strategies to solve subtraction story problems within 20.
- Solve subtraction problems to find an unknown number.



Fill in the blank:

$$4 + \dots = 6$$

$$\dots - 4 = 6$$

$$5 + \dots = 9$$

$$\dots + 5 = 9$$

$$9 - \dots = 6$$

$$\dots - 1 = 2$$

$$5 - \dots = 4$$

$$\dots + 2 = 7$$

$$8 + \dots = 10$$

$$\dots - 2 = 6$$

$$6 - \dots = 3$$

$$\dots - 3 = 5$$

$$3 + \dots = 7$$

$$10 - \dots = 7$$

Drawing Pictures Strategy

A farmer had 12 sheep. During the night, some of the sheep escaped and now there are only 5 sheep left.

How many sheep escaped?

The problem is: $12 - \dots\dots\dots = 5$



We can use Drawing Pictures Strategy

→ Draw 12 circles

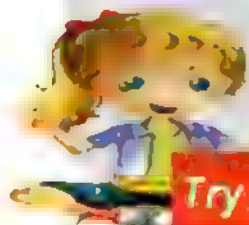


→ Color 5 circles



→ Count the left circles, you will get the answer

$$12 - 5 = 7$$



Try yourself

12 birds were flying. Some landed on a tree. 5 birds are still flying.

How many birds landed on the tree?



Count On Strategy

Sherry had 19 pounds; she bought biscuits.
Now she has 11 pounds.

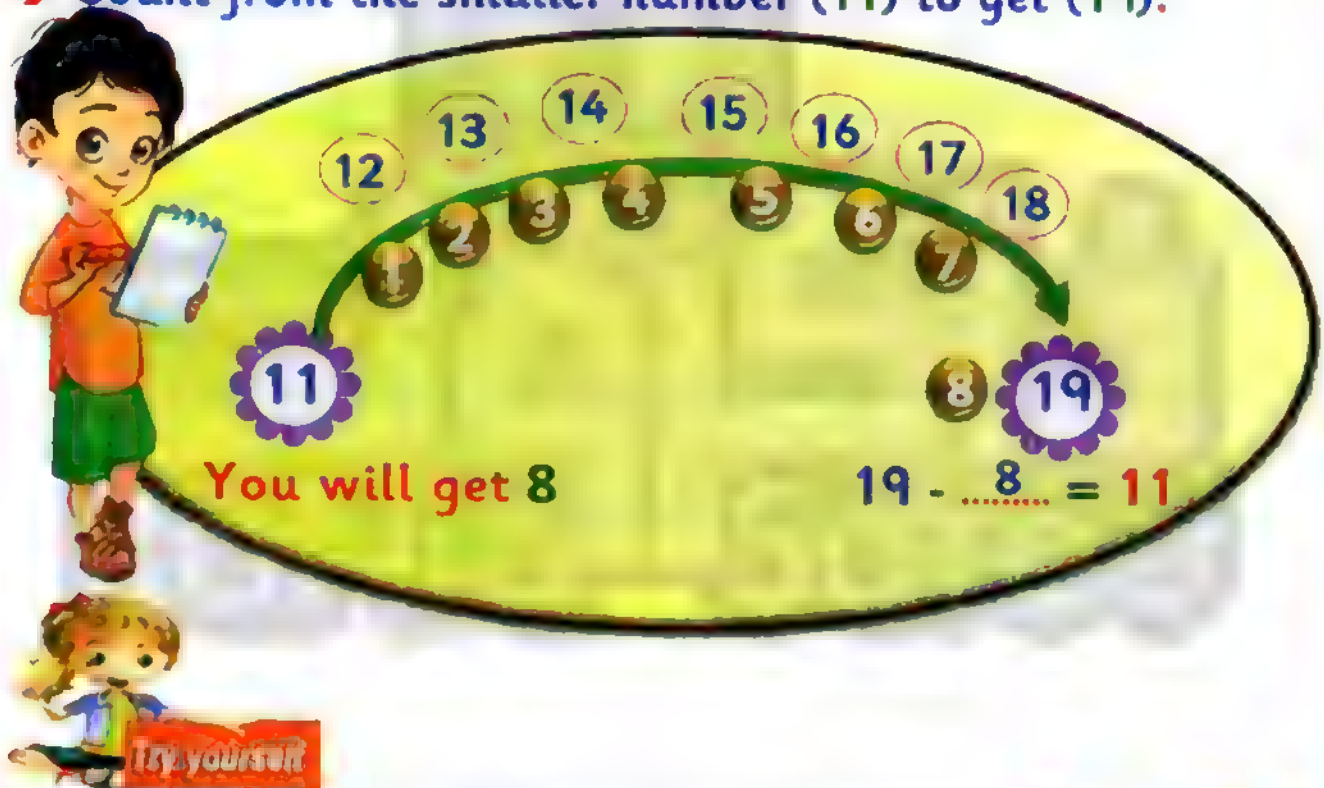
How much money did she pay for biscuits?

The problem is: $19 - \dots\dots\dots = 11$



→ We can use Count On Strategy.

→ Count from the smaller number (11) to get (19).



Magy has 12 apples. She gave her sister some
of them. 7 apples are left with her.

How many apples did Magy give to her sister?

$12 - \dots\dots\dots = 7$



Activities

1 Solve each of the following story problems:

Hany has 12 bananas. He gave some of them to his brother and 7 bananas are left.

How many bananas did Hany give to his brother?

$$12 - \dots\dots\dots = 7$$



There were 14 sheep in a field. Some of them escaped, the number of sheep became 7.

How many sheep escaped?

$$14 - \dots\dots\dots = 7$$



2 Solve each of the following problems:

There are 15 eggs in a basket; some of them have been broken. 5 eggs are left. How many eggs have been broken?

$$15 - \dots\dots\dots = 5$$



18 bees were flying, some of them went into the hive. 9 bees are still flying.

How many bees went into the hive?

$$18 - \dots\dots\dots = 9$$





Write the missing number. Draw the suitable strategy:

1) $12 - \dots\dots\dots = 9$

2) $12 - \dots\dots\dots = 8$

3) $14 - \dots\dots\dots = 7$

4) $13 - \dots\dots\dots = 5$

5) $12 - \dots\dots\dots = 6$



Math / Chapter (3) - Lesson (86)

Lessons
(87 - 89)

Counting Forward by Tens / Money

Outcomes

Students will:

- Count by ones and tens starting at any number.
- Apply strategies to add LE 1, LE 5 and LE 20 notes within 100 Egyptian pounds.
- Add two-digit and one-digit number.

Complete:

1, 2,

5, 6,

9, 10,

23, 24,

46, 47,

27, 28,

39, 40,

87, 88,





From the following chart, complete:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1	11	21	31	41	51	61	71	81	91
3	13	.....	.....	.....	.....	.....	.....	.....	.....
5	15	.....	.....	.....	.....	.....	.....	.....	.....
6	16	.....	.....	.....	.....	.....	.....	.....	.....
9	19	.....	.....	.....	.....	.....	.....	.....	.....

5 15 25 35 45 55 65 75 85 95

Note

Each time we add (10), to the number, the **tens** place goes up by one, the **ones** place doesn't change.



Complete by adding 10:

4	14					
16	26					
35						
27						
19						



Add ten:

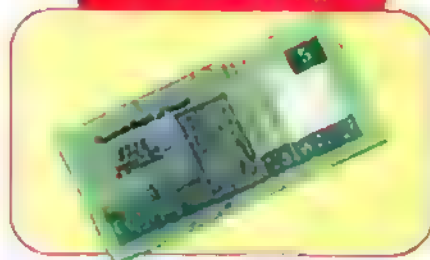
5	10+	15
36	10+	...
47	10+	...
89	10+	...

86	10+	...
77	10+	...
63	10+	...
53	10+	...



Mone

LE 5



LE 20



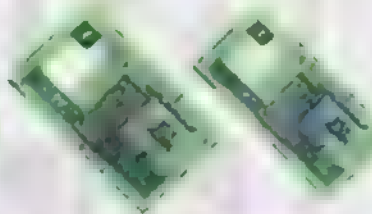
LE 50



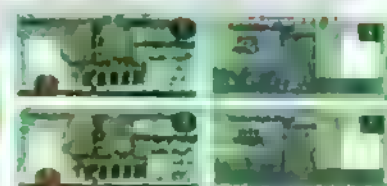
LE 5 =



LE 10 =



LE 20 =



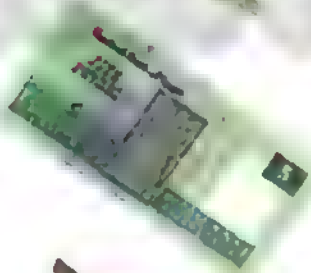
LE 50 =





Activities

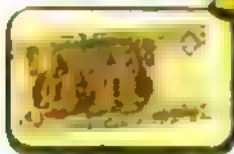
1 Match:





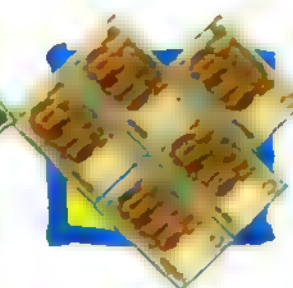
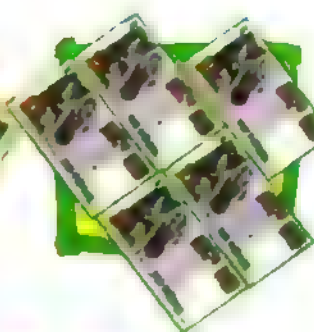
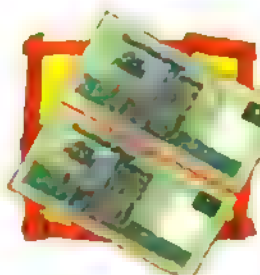
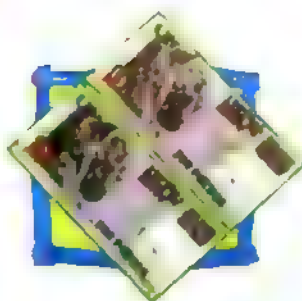
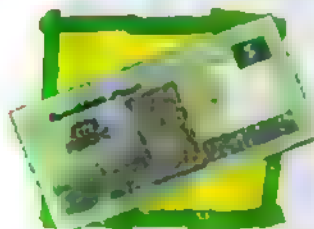
2

Match the same notes:



3

Match the equal amounts of money:



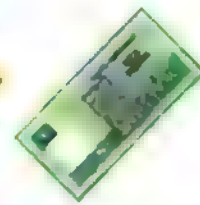
96

Math / Chapter (3) : Lessons (87 - 90)

4

Match:

LE 5



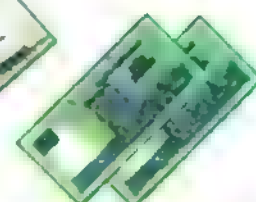
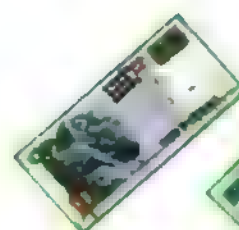
LE 10

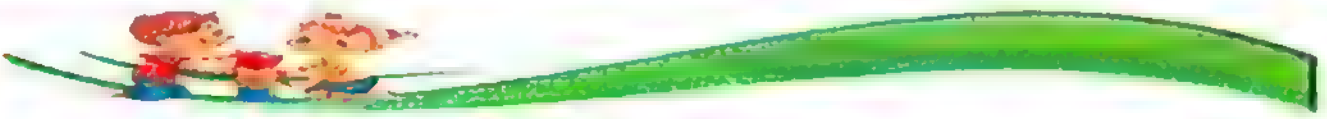


LE 20

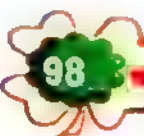


LE 50





5 Match each item to its price:

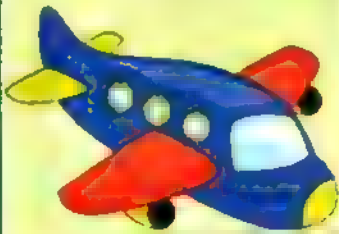




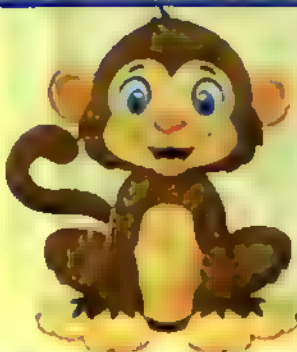
Write the price of each item:



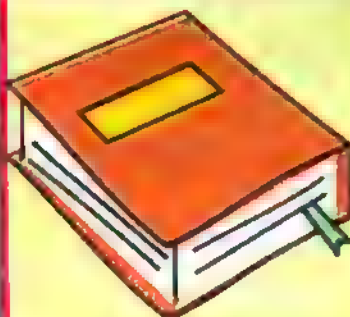
.....



.....

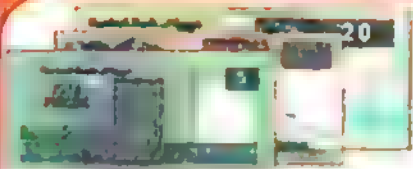


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Write the amount of money then compare using ($>$, $<$, $=$):



LE 35



LE 37



.....



.....



.....



.....



.....



.....

Lesson (90)

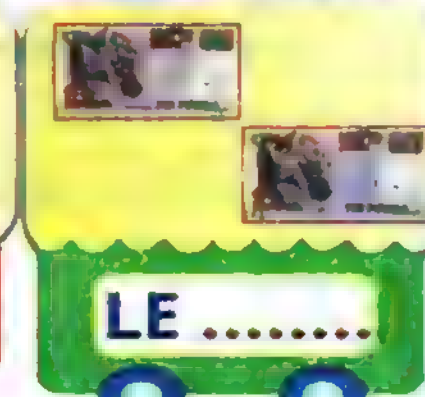
Counting Backward by Ones and Tens / (Money)

Outcomes

Students will:

- Participate in Calendar Math activities.
- Subtract one-digit and two-digit numbers.
- Subtract amounts of money within LE 100.

Write the amount of each set of notes:





Counting

Back by ones

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Back by ones



Activities



Write the amount of each set of notes:

11	10	9								
30	29									
50	49									
70	69									
100	99									



Counting backward by ones means that you reduce the number each time by ones or you take one away from the number each time.



Count backward by ones and complete:

60	59	....	....	....	....	....
73	72	....	....	....	....	....
95	94	....	....	....	....	....
65	....	....	....	....	....	....
37	....	....	....	....	....	....



Subtract 1:

54	53	60	....	43	....	21	....
90	....	53	....	88	....	63	....



Counting backward by tens

Backward by ten

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Backward by ten

Notice



Counting backward by ones means that you reduce the digit in tens place each time by one or you take (10) away from the number each time.

Activities



Count backward by tens and complete:

91	81	71	....	....	....	....	....	....	....
93	83	....	....	....	....	....	....	....	....
98	88	....	....	....	....	....	....	....	....
96	86	....	....	....	....	....	....	....	....



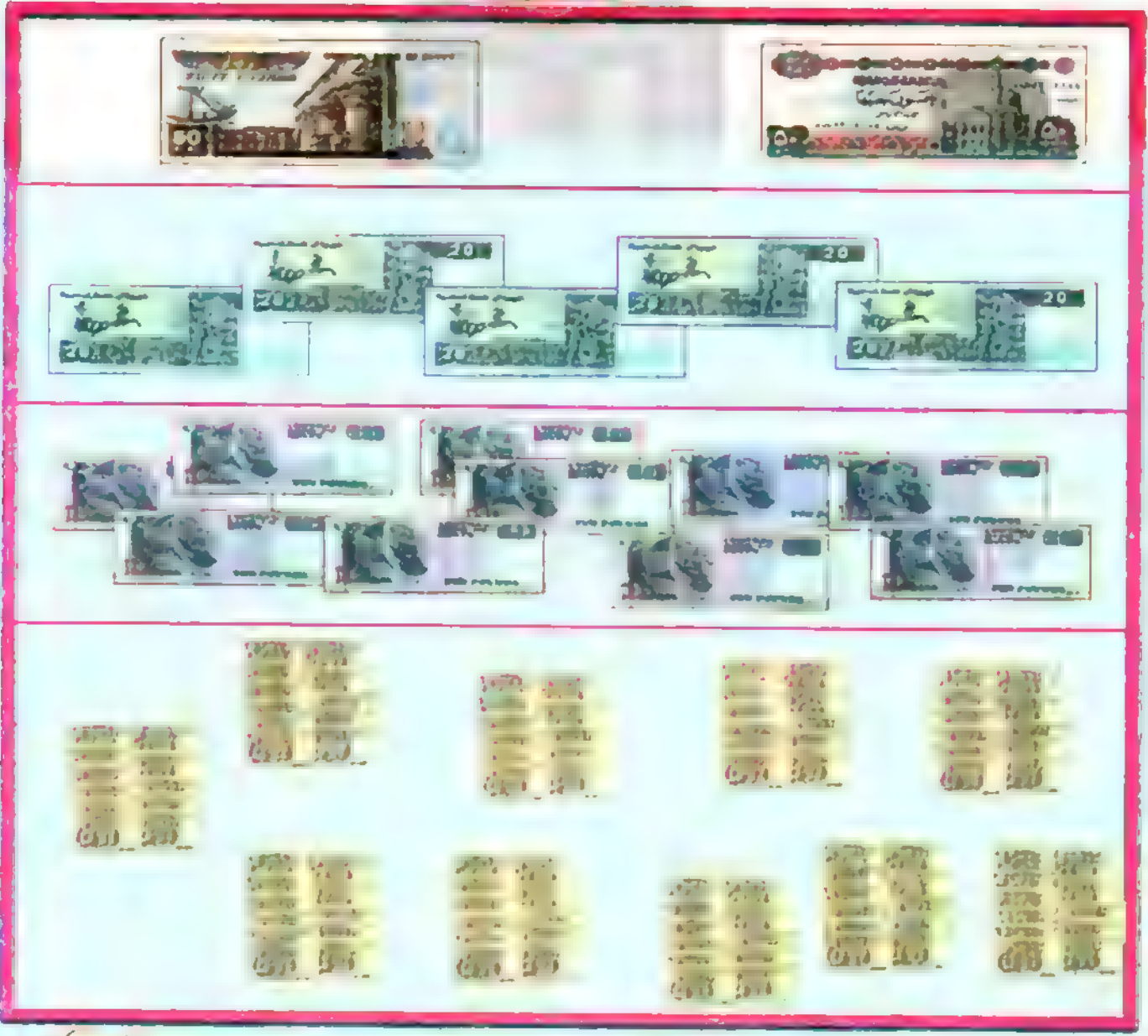
Count backward by tens and complete:

100	90	....	....	....
74	64	....	....	....
42	....	....	....	....
56	....	....	....	....
65	....	....	....	....



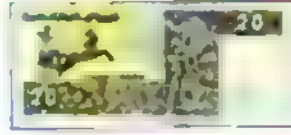
Subtract 10:

45	10 less	35	82	10 less	....
23	10 less	....	32	10 less	....
26	10 less	....	92	10 less	....
77	10 less	....	65	10 less	....





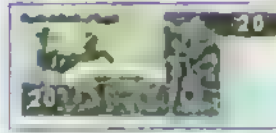
Activities


Subtract:


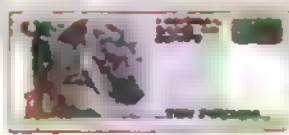
$$\text{LE } 50 - \text{LE } 30 = \text{LE } 20$$



$$\text{LE } 60 - \text{LE } 10 = \text{LE } \dots$$



$$\text{LE } 100 - \text{LE } 40 = \text{LE } \dots$$



$$\text{LE } 40 - \text{LE } 10 = \text{LE } \dots$$



$$\text{LE } 70 - \text{LE } 20 = \text{LE } \dots$$



2 Match the correct amounts:



3 Match:

LE 70 – LE 50

LE 50 – LE 20

LE 60 – LE 30

LE 40 – LE 30

LE 90 – LE 10

LE 100 – LE 20

LE 100 – LE 90

LE 40 – LE 20

4

Solve the problems:

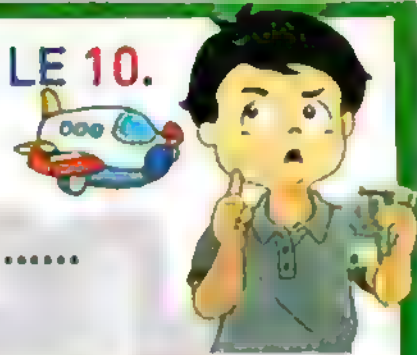
Ali has LE 100, he bought a ball for LE 40.
How much money does he have now?

The left = - = LE.....



Hady has LE 50, he bought a toy for LE 10.
What is the remainder with him?

The remainder = - = LE.....



Mona has LE 73, she lost one pound.
How much money left with Mona now?

The left = - = LE.....



Saher has LE 82, he gave his brother
LE 20.

How much money left with Saher now?

The left = - = LE.....



Chapter Four



↳ Lessons (91 - 92) Subtracting multiples of 10 from two-digit numbers

Two-dimensional shapes (2D shapes)

↳ Lessons (93 - 95) Strategies to solve Addition Problems within (20)

↳ Lessons (96 - 97) Subtracting Tens

↳ Lessons (98 - 100) Decomposing a number within 10 in two parts

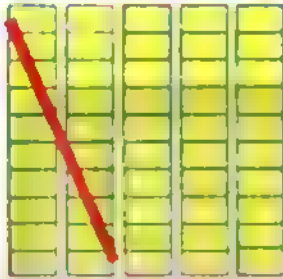
Lessons
(91 - 92)

Subtracting multiples of 10 from two-digit number
Two-dimensional shapes (2D shapes)

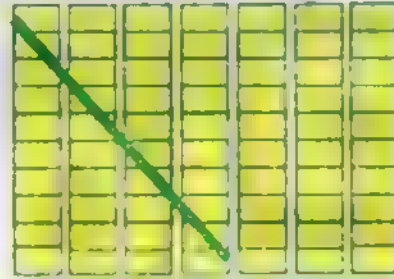
Outcomes

Students will:

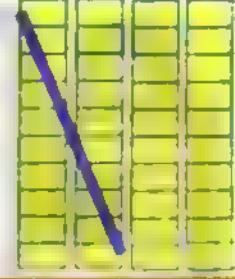
- Participate in Calendar Math activities.
- Apply place value concepts to solve a subtraction problem.
- Identify and illustrate examples of circles rectangles, squares and triangles.
- Build and draw two-dimensional shapes.
- Identify the attributes of circles, rectangles, squares, and triangles.



$$50 - 20 = \dots\dots$$



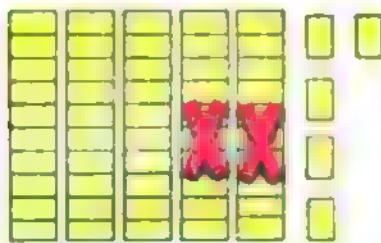
$$70 - 40 = \dots\dots$$



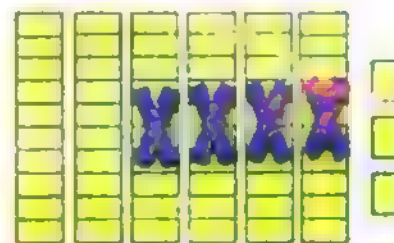
$$40 - 20 = \dots\dots$$

Subtracting multiples of 10 from two-digit numbers

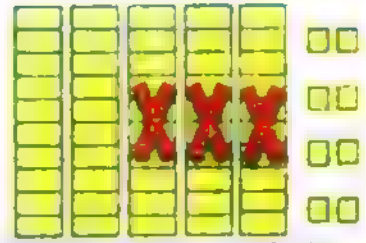
Subtract as the example:



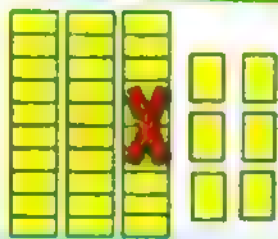
$$55 - 20 = 35$$



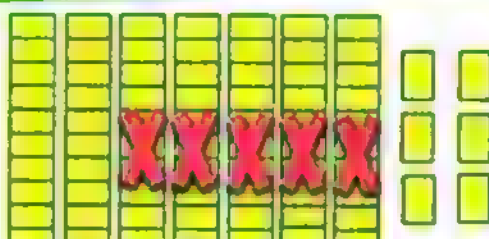
$$63 - 40 = \dots\dots$$



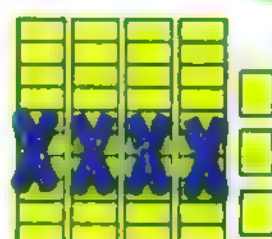
$$58 - 30 = \dots\dots$$



$$36 - 10 = \dots$$



$$76 - 50 = \dots$$



$$43 - 40 = \dots$$

Notice:



- When we subtract ($44 - 20$), we cancel only two tens from tens. The left is 24.

Subtraction using 100 chart



Example:

Subtract: $72 - 30$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

To subtract ($72 - 30$) using 100 chart, start at 72 and move up 3 rows, you will reach the number 42. (each row is 10)

Activities



Use the 100 chart to find the result:

$$53 - 20 = \dots\dots\dots$$

$$66 - 30 = \dots\dots\dots$$

$$59 - 30 = \dots\dots\dots$$

$$43 - 20 = \dots\dots\dots$$

$$96 - 70 = \dots\dots\dots$$

$$36 - 20 = \dots\dots\dots$$

$$55 - 40 = \dots\dots\dots$$

$$76 - 50 = \dots\dots\dots$$

$$86 - 40 = \dots\dots\dots$$

$$44 - 40 = \dots\dots\dots$$



Subtract (subtract the ones column first, then the tens column):

Tens	Ones
4	6
- 3	0
1	6

Tens	Ones
5	8
- 4	0
....	8

Tens	Ones
6	7
- 2	0
....



Tens	Ones
8	3
- 5	0
.....

Tens	Ones
7	5
- 3	0
.....

Tens	Ones
3	4
- 2	0
.....

Tens	Ones
7	9
- 4	0
.....

Tens	Ones
3	2
- 2	0
.....

Tens	Ones
5	6
- 3	0
.....

Subtract:

43
- 20

23

76
- 30

.....

93
- 20

.....

66
- 40

.....

57
- 30

.....

56
- 10

.....

42
- 10

.....

52
- 40

.....



Math/Chapter (4)- Lessons (91 - 92)



$$\begin{array}{r} 60 \\ - 40 \\ \hline \end{array}$$

.....

$$\begin{array}{r} 53 \\ - 30 \\ \hline \end{array}$$

.....

$$\begin{array}{r} 83 \\ - 20 \\ \hline \end{array}$$

.....

$$\begin{array}{r} 53 \\ - 50 \\ \hline \end{array}$$

.....

4 Subtract:



Don't forget to begin subtracting from the ones first or from the right.

$$53 - 40 = 13$$

$$76 - 30 = \dots\dots\dots$$

$$87 - 50 = \dots\dots\dots$$

$$79 - 50 = \dots\dots\dots$$

$$68 - 30 = \dots\dots\dots$$

$$84 - 30 = \dots\dots\dots$$

$$79 - 40 = \dots\dots\dots$$

$$43 - 30 = \dots\dots\dots$$

$$55 - 40 = \dots\dots\dots$$

$$66 - 40 = \dots\dots\dots$$

$$88 - 80 = \dots\dots\dots$$

$$75 - 10 = \dots\dots\dots$$

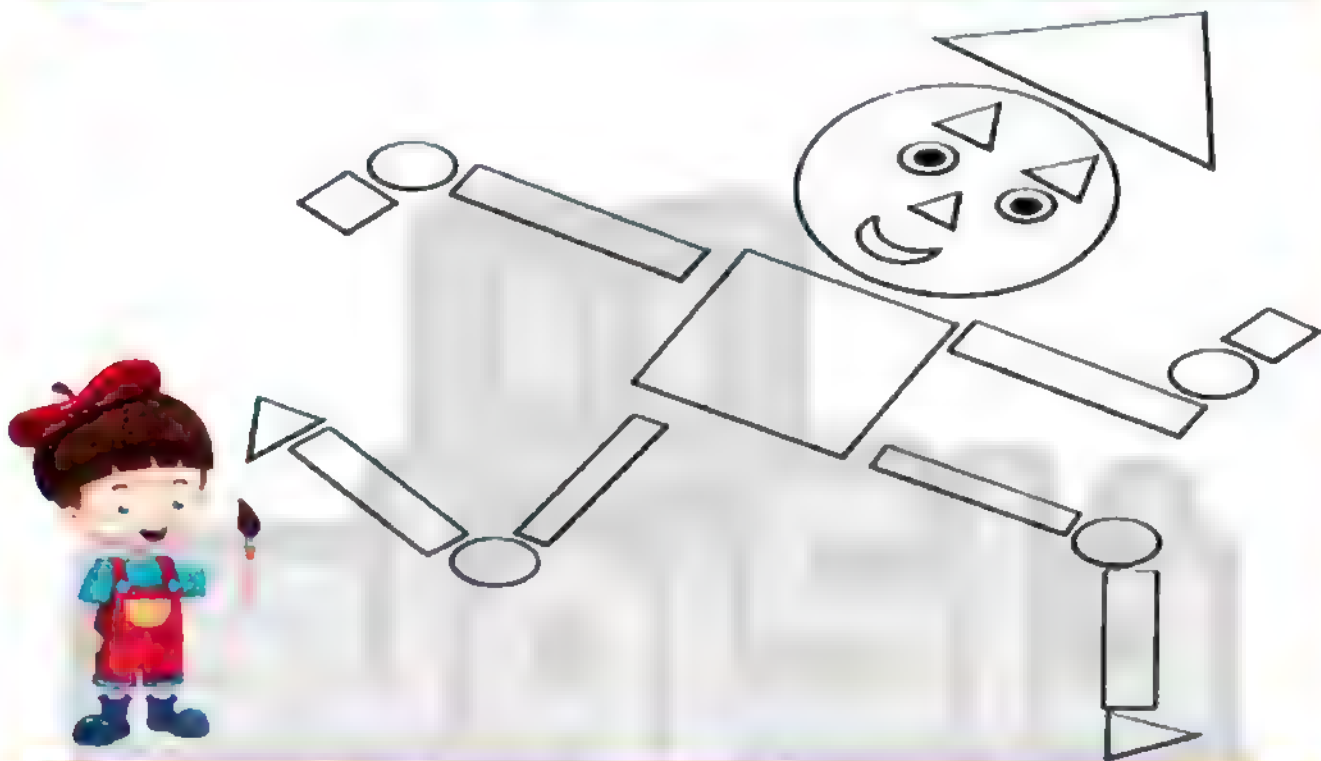
$$93 - 60 = \dots\dots\dots$$

$$87 - 40 = \dots\dots\dots$$

Two-dimensional shapes (2D shapes)

4

Color ○ in red, △ in yellow, □ in blue, ▢ in green:



116

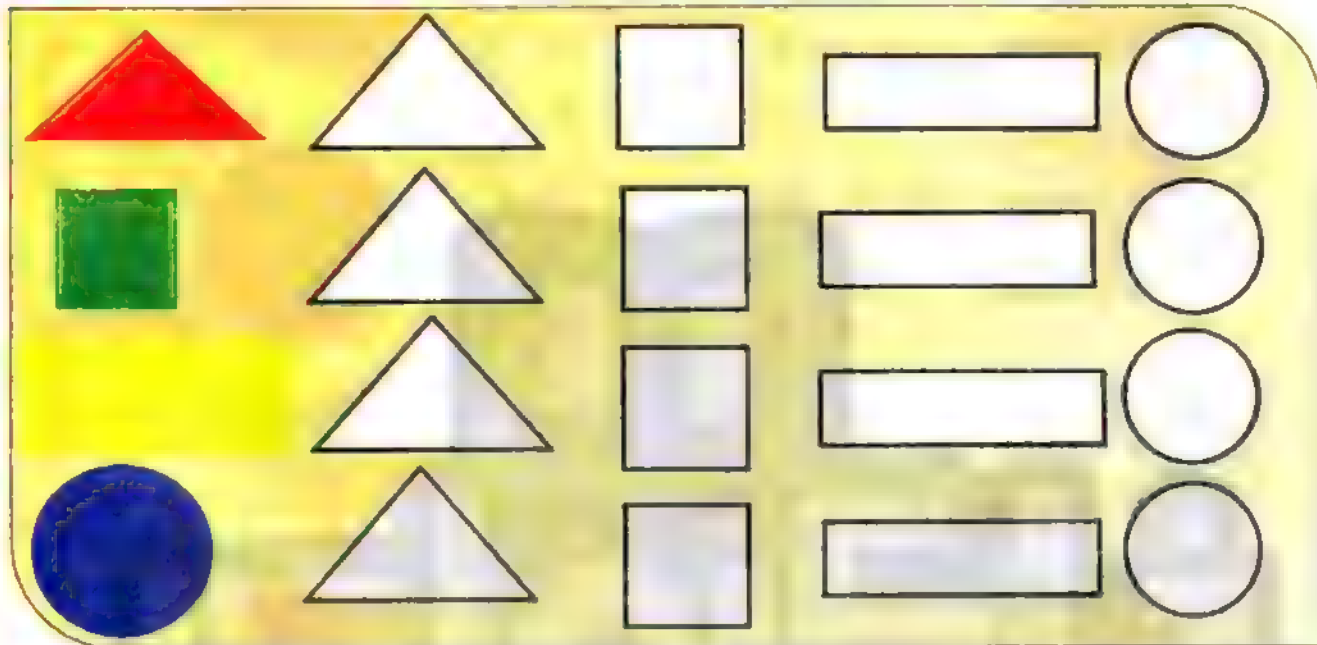
Math/Chapter (4) - Lessons (91 - 92)



Activities



Color the same shapes in the same color:



Match with the suitable word:



● Circle

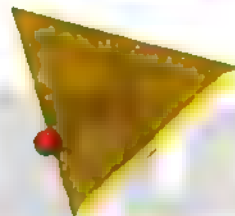
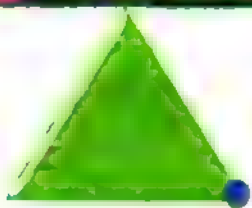
● Triangle

● Square

● Rectangle



3 Match the same shapes:



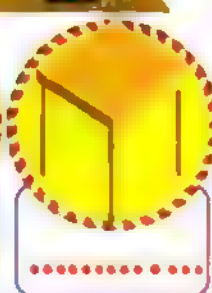
4 Write the number of the similar shapes:

1

2

3

4

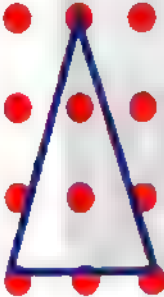
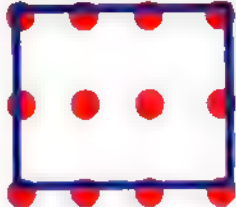
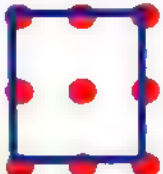


118 Math Chapter (4) - Lessons (91 - 92)



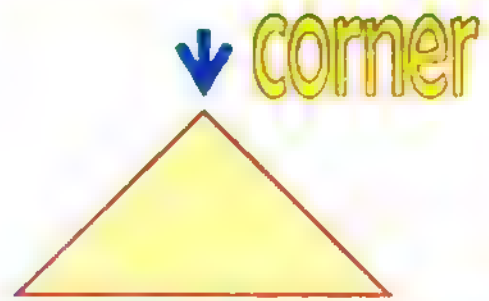
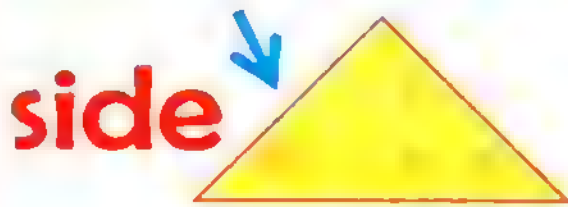
5





Draw:





Side / Corner



				
Number of sides	.....	.....	.....	.....
Number of corners	.....	.....	.....	.....

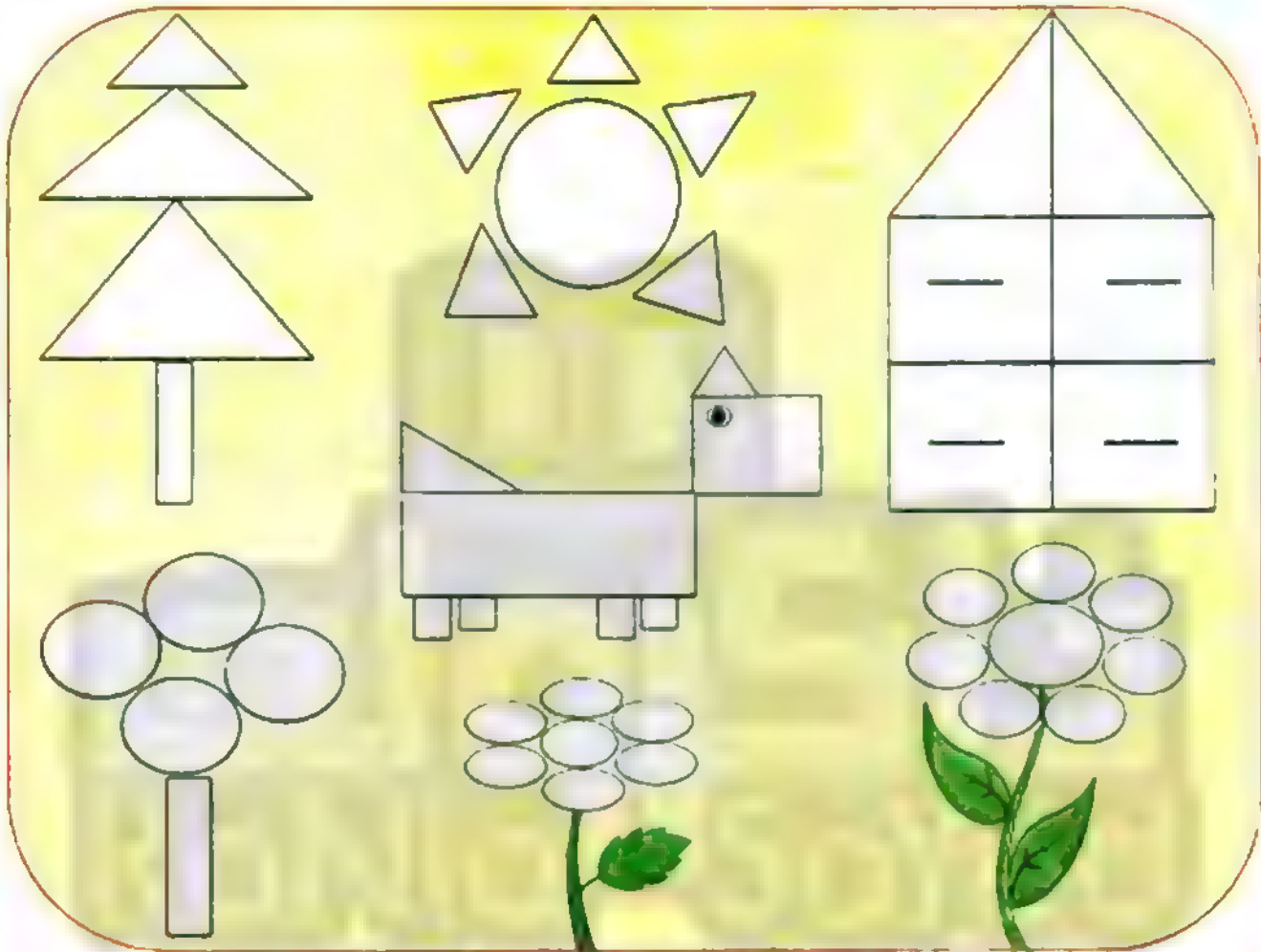


Learn:

- Triangle: has 3 sides and 3 corners.
- Square: has 4 sides equal in length.
- Rectangle: has 4 sides, each two opposite sides are equal in length.
- Circle: has no sides or corners.
- Each two sides meet at a corner.
- The number of sides is equal to the number of corners.



Color: triangles in red, circles in green, squares in blue and rectangles in orange:



❖ Number of circles =

.....

❖ Number of squares =

.....

❖ Number of triangles =

.....

❖ Number of rectangles =

.....

Lessons

(93 - 95)

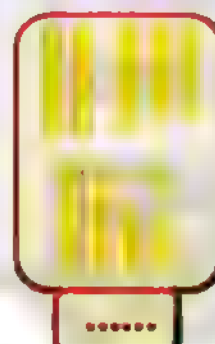
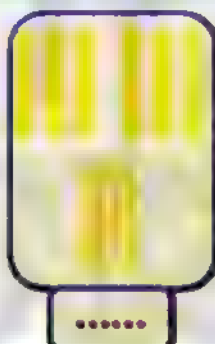
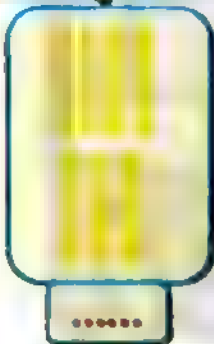
Adding multiples of 10 to two-digit numbers
Three-dimensional shapes (3D shapes)

Outcomes

Students will:

- Participate in Calendar Math activities.
- Apply place value concepts to solve addition problems.
- Identify three-dimensional shapes.
- Identify two-dimensional shapes within three-dimensional shapes.
- Identify examples of three-dimensional shapes in real life.
- Compose two-dimensional shapes to create three-dimensional shapes.

Write the number:



Adding multiples of 10 to two-digit numbers.



Tens Ones	
4	3
3	0
7	3

First: add the ones $3 + 0 = 3$ second: add the tens $4 + 3 = 7$

$$43 + 30 = 73$$

Activities



Find the result:

Tens	Ones
5	4
3	0
.....

$54 + 30 = \dots\dots\dots$

Tens	Ones
.....

$\dots\dots\dots + \dots\dots\dots = \dots\dots\dots$

Tens	Ones
.....

$\dots\dots\dots + \dots\dots\dots = \dots\dots\dots$

Tens	Ones
.....

$\dots\dots\dots + \dots\dots\dots = \dots\dots\dots$

Adding, using 100 chart

To add $45 + 40$,
start at **45** and
move down **4** rows,
you will reach the
number **85**.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Use the 100 chart to find:

$53 + 30 = \dots\dots\dots$

$77 + 20 = \dots\dots\dots$

$57 + 30 = \dots\dots\dots$

$65 + 30 = \dots\dots\dots$

$56 + 20 = \dots\dots\dots$

$63 + 30 = \dots\dots\dots$

$85 + 10 = \dots\dots\dots$

$72 + 20 = \dots\dots\dots$

$63 + 20 = \dots\dots\dots$

$53 + 40 = \dots\dots\dots$

$47 + 20 = \dots\dots\dots$

$51 + 30 = \dots\dots\dots$



Find the sum:

Tens	Ones
5	3
+	
2	0
.....

Tens	Ones
4	3
+	
3	0
.....

Tens	Ones
7	3
+	
3	0
.....

Tens	Ones
5	8
+	
3	0
.....

Tens	Ones
4	2
+	
5	0
.....

Tens	Ones
8	6
+	
1	0
.....

Tens	Ones
3	6
+	
2	0
.....

Tens	Ones
6	3
+	
2	0
.....

$$\begin{array}{r} 43 \\ + 20 \\ \hline \end{array}$$

.....

$$\begin{array}{r} 53 \\ + 30 \\ \hline \end{array}$$

.....

$$\begin{array}{r} 44 \\ + 40 \\ \hline \end{array}$$

.....

$$\begin{array}{r} 63 \\ + 30 \\ \hline \end{array}$$

.....

$$\begin{array}{r} 56 \\ + 20 \\ \hline \end{array}$$

.....

$$\begin{array}{r} 43 \\ + 10 \\ \hline \end{array}$$

.....

$$\begin{array}{r} 53 \\ + 40 \\ \hline \end{array}$$

.....

$$\begin{array}{r} 44 \\ + 10 \\ \hline \end{array}$$

.....

$$\begin{array}{r} 63 \\ + 20 \\ \hline \end{array}$$

.....

$$\begin{array}{r} 56 \\ + 30 \\ \hline \end{array}$$

.....

$43 + 50 = \dots\dots\dots$

$72 + 20 = \dots\dots\dots$

$62 + 30 = \dots\dots\dots$

$87 + 10 = \dots\dots\dots$

$67 + 30 = \dots\dots\dots$

$43 + 40 = \dots\dots\dots$

$63 + 30 = \dots\dots\dots$

$73 + 10 = \dots\dots\dots$

$55 + 40 = \dots\dots\dots$

$32 + 30 = \dots\dots\dots$

Three-dimensional shapes (3D shapes or solids)



Rectangular prism
(cuboid)



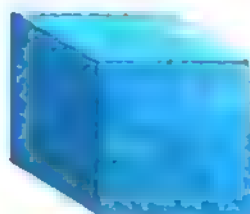
cone



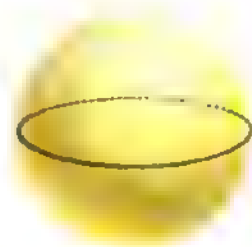
cylinder



Square-based
pyramid



cube



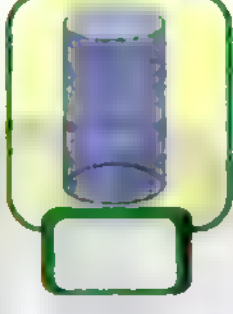
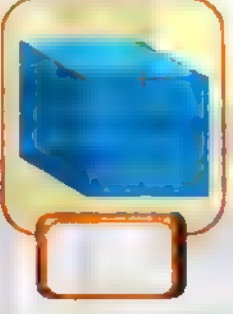
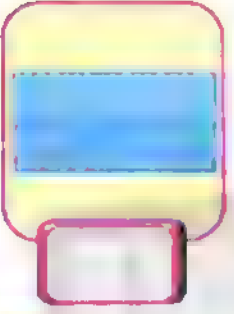
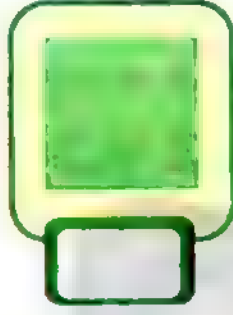
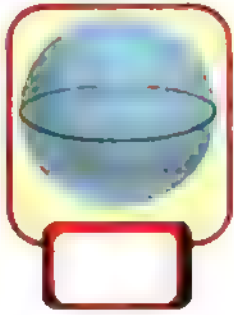
sphere



Activities



Tick (✓) under the 3D shapes:



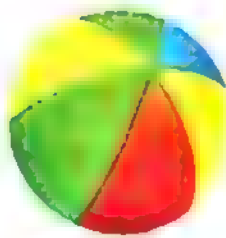
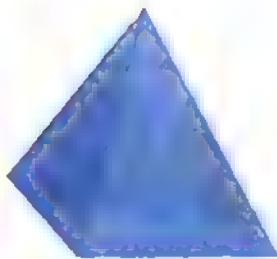
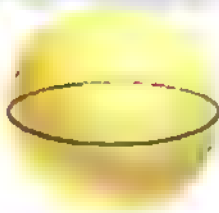
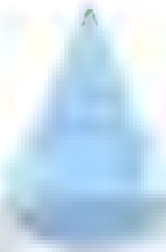
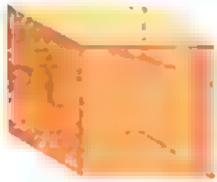
Match each shape with its name:



cone pyramid sphere cube cuboid cylinder



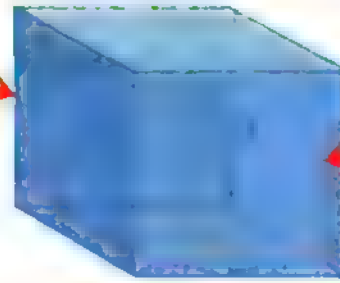
Match the similar shapes:





Describing solids

edge

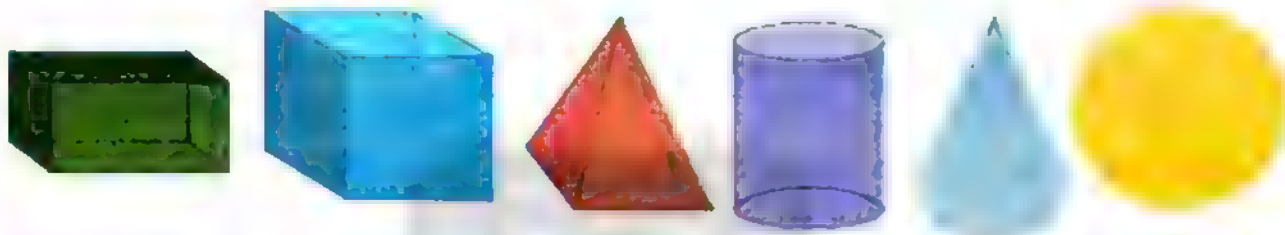


corner

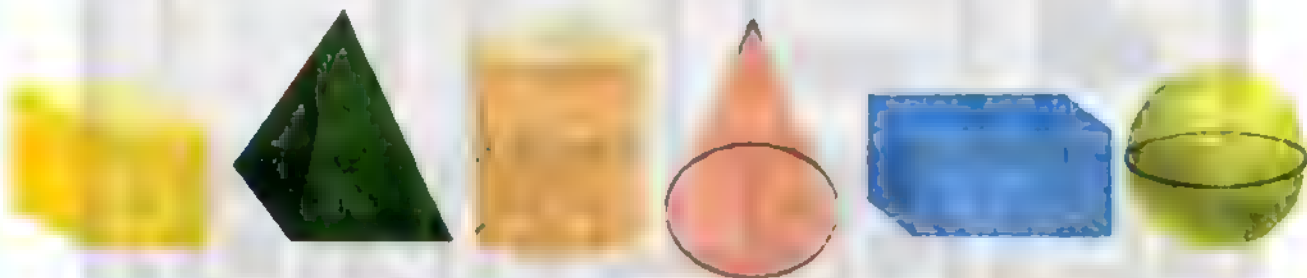
face

solid	name	corners	edges	Flat faces	curved	pointed tip
	Cube	8	12	6	0	0
	Rectangular prism (cuboid)	8	12	6	0	0
	Square-based pyramid	4	8	5	0	1
	Cylinder	0	0	2	1	0
	Cone	0	0	1	1	1
	Sphere	0	0	0	1	0

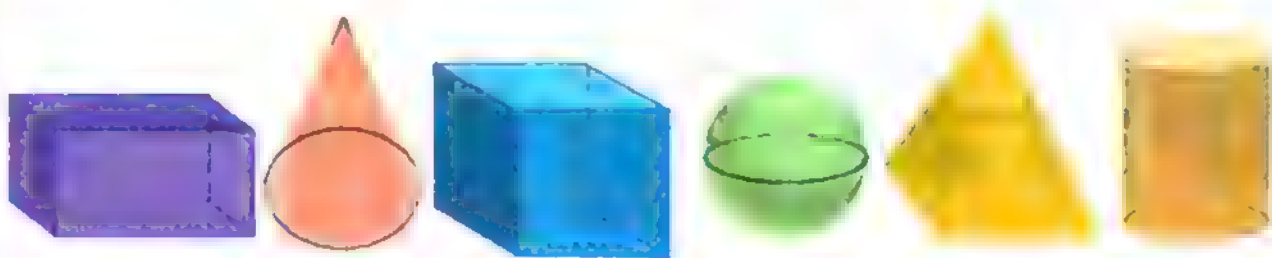
4 Circle each solid with only a curved face:



5 Circle each solid with only flat face:



6 Circle each solid with both curved and flat faces:





Choose the correct answer:

- 1) The number of circular bases of a cylinder: (1 - 2 - 3)
- 2) The number of corners of a rectangular prism: (8 - 12 - 6)
- 3) The number of faces of a cube: (6 - 8 - 4)
- 4) The number of corners of a sphere: (0 - 1 - 2)
- 5) The shape of the base of a cone is in the shape of:
(square - triangle - circle)
- 6) The shape of each face of cone is in the shape of:
(square - triangle - circle)



Complete:

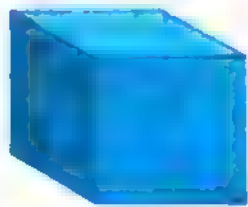
- 1) The number of faces of a cuboid is
- 2) The number of corners of the pyramid is
- 3) The base of the cone is in the shape of
- 4) Each face of the cube is
- 5) The number of edges of the sphere is



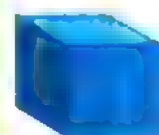
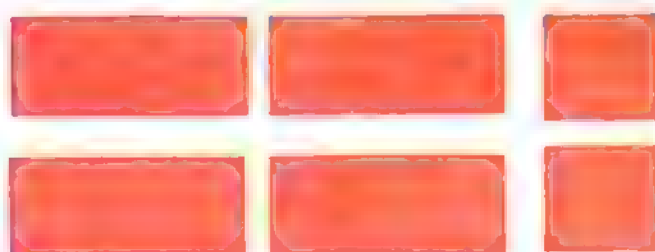
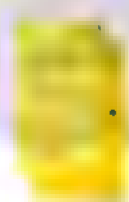
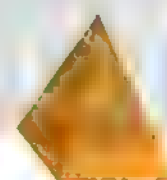
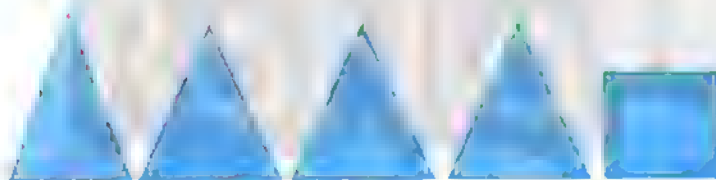
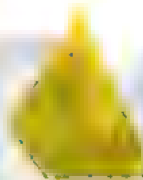
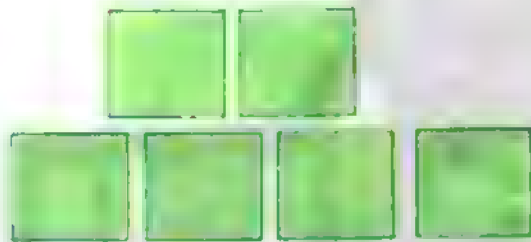
Math 7 Chapter (4) - Lessons (93 - 95)



The faces of three-dimensional shapes are two-dimensional shapes



Circle the shape made by the faces:





How to make a (3D shape):

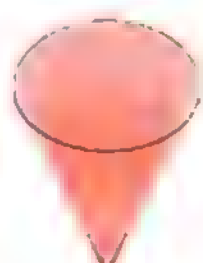
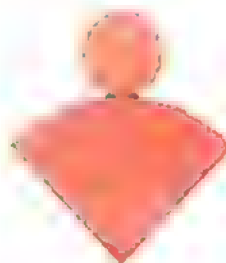
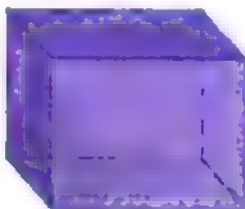
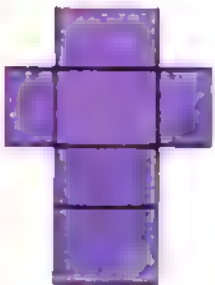
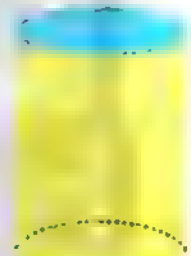
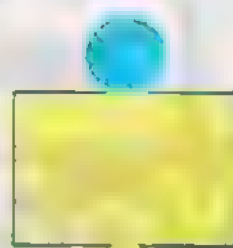
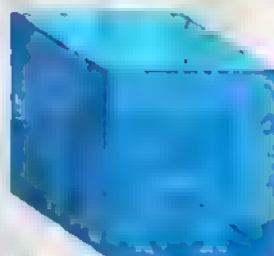
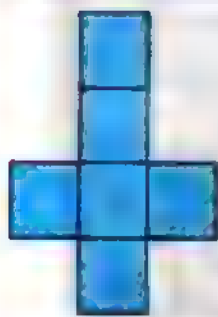
You can make a model of a solid figure.

- ★ Draw the figure on the cardboard.
- ★ Cut out this figure.
- ★ Tape it together.



Notice:

How to make some solids



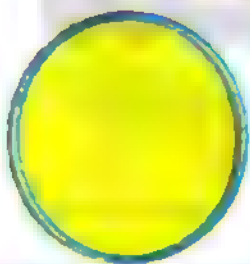
Lessons
(96 - 97)

Subtracting tens

Outcomes

Students will:

- Participate in Calendar Math activities.
- Divide a circle / rectangle into two and four equal shapes.
- Describe equal shapes of a circle / rectangle as halves and fourths, of the whole shape.
- Identify how many equal shapes of a circle / rectangle makes a whole.



whole
circle



2 equal
parts



one
half

1 out of 2
equal
parts
shows one
half



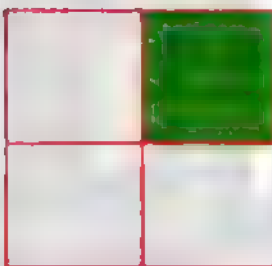


1

Choose the figures that are divided into two equal parts:



Learn (quarter)



Each of 4 equal parts of a whole is a fourth

quarter

1 out of 4 equal parts shows one fourth (quarter)



Color the quarter of each figure:





Learn (half)



one whole = 2 halves = 4 quarters



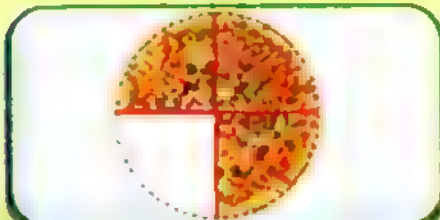
one half = 2 quarters



one fourth



two fourths = one half



three quarters

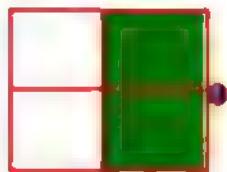


four quarters = one whole



Activities

1 Match according to the colored parts:



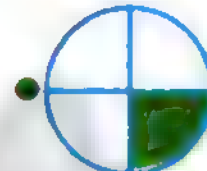
quarter



half



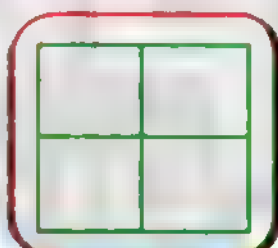
three quarters



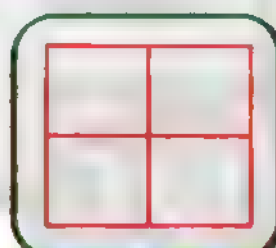
2 Color according to the given words:



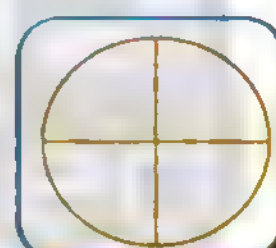
one half



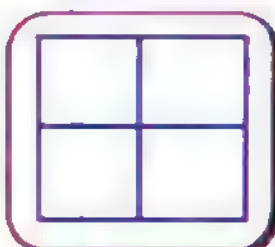
one half



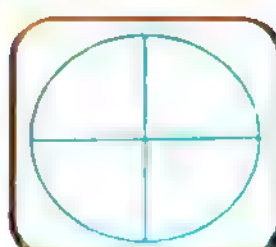
one quarter



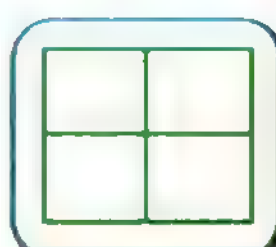
three quarters



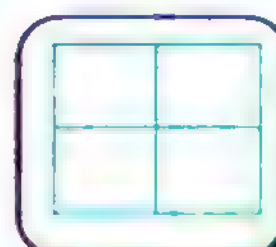
one whole



one quarter



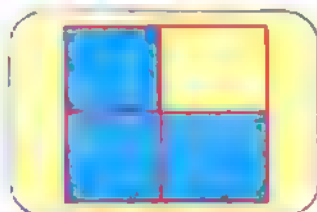
one half



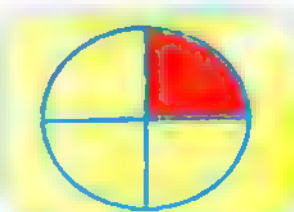
three fourths

3

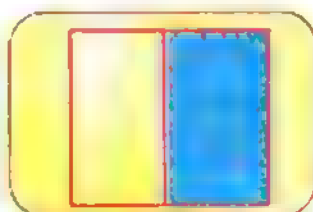
Circle according to the colored part:



• half
• three quarters



• half
• quarter



• half
• quarter



• half
• quarter

4

Choose the correct answer:

1- How many quarters are there in a whole one?

(1 - 2 - 3 - 4)

2- How many halves are there in a whole one?

(1 - 2 - 3 - 4)

3- How many quarters are there in a half?

(1 - 2 - 3 - 4)

4- How many halves are there in four quarters?

(1 - 2 - 3 - 4)

5- How many quarters in one half and one quarter together?

(1 - 2 - 3 - 4)

Lessons
(98 -100)

Decomposing quantities
within 10 in two parts

Outcomes

Students will:

- Participate in Calendar Math activities.
- Apply place value concepts to solve subtraction.
- Create number bonds to model 10 into two parts.
- Write number sentences to model decomposition.
- Mentally find 10 more or less than a given number.



Complete with the suitable numbers:

$$6 = 2 + \dots\dots\dots$$

$$7 = 3 + \dots\dots\dots$$

$$4 = 3 + \dots\dots\dots$$

$$8 = \dots\dots\dots + 3$$

$$9 = 6 + \dots\dots\dots$$

$$10 = 10 + \dots\dots\dots$$

$$10 = \dots\dots\dots + 5$$

$$9 = 3 + \dots\dots\dots$$

$$8 = \dots\dots\dots + 3$$

$$9 = 5 + \dots\dots\dots$$

$$10 = 2 + \dots\dots\dots$$

$$6 = 5 + \dots\dots\dots$$

Making number bonds



6

whole



3

Part



3

Part

3 and 3 makes 6

Note

6



1 and 5



2 and 4



3 and 3



4 and 2

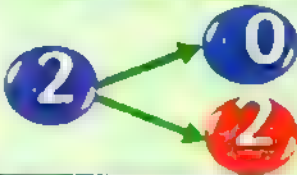


5 and 1

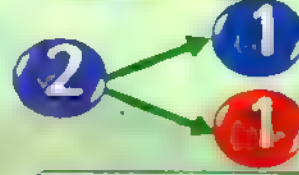
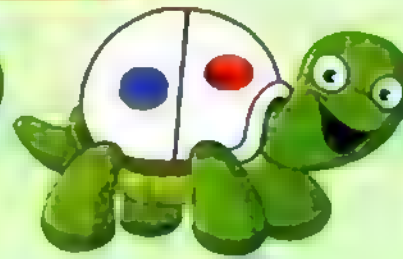


6 and 0

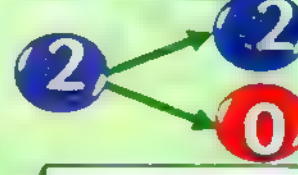
Ways to make 2



$$0 + 2 = 2$$

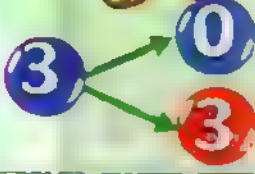


$$1 + 1 = 2$$



$$2 + 0 = 2$$

Ways to make 3



$$0 + 3 = 3$$



$$1 + 2 = 3$$



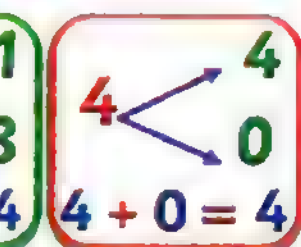
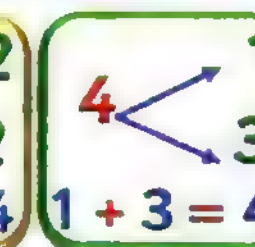
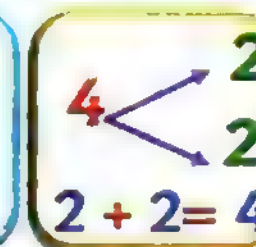
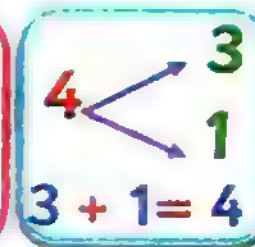
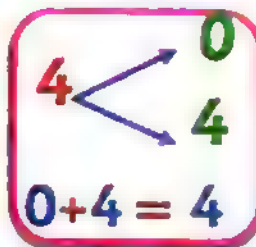
$$2 + 1 = 3$$



$$3 + 0 = 3$$

Note: You can use the same way to discover the ways to make any number.

Example:





Complete:

$$\begin{array}{l} 5 \swarrow \searrow \\ 3 \quad \dots \end{array}$$

$$3 + 2 = 5$$

$$\begin{array}{l} 5 \swarrow \searrow \\ 4 \quad \dots \end{array}$$

$$4 + \dots = 5$$

$$\begin{array}{l} 5 \swarrow \searrow \\ 5 \quad \dots \end{array}$$

$$5 + \dots = 5$$

$$\begin{array}{l} 5 \swarrow \searrow \\ \dots \quad 5 \end{array}$$

$$\dots + 5 = 5$$

$$\begin{array}{l} 5 \swarrow \searrow \\ 1 \quad \dots \end{array}$$

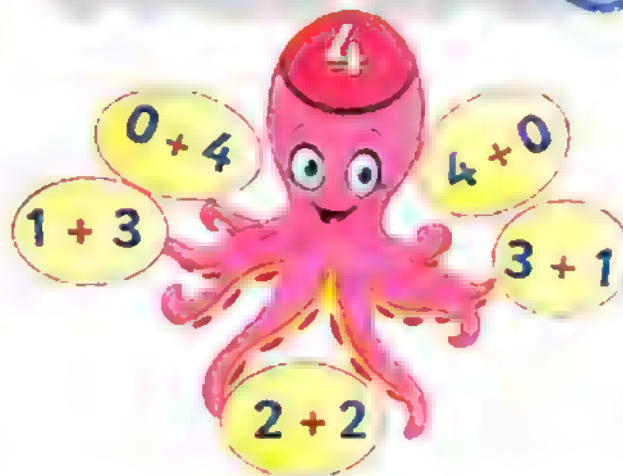
$$1 + \dots = 5$$

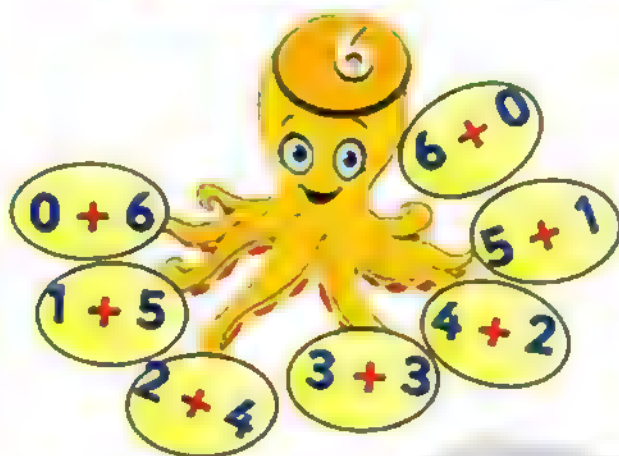
$$\begin{array}{l} 5 \swarrow \searrow \\ 2 \quad \dots \end{array}$$

$$2 + \dots = 5$$



Remember





Activities



Complete as the example:



$$5 + 2 = 7$$



$$3 + \dots = \dots$$



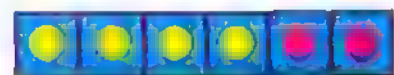
$$\dots + \dots = \dots$$



$$\dots + \dots = \dots$$



$$\dots + \dots = \dots$$



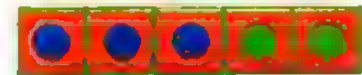
$$\dots + \dots = \dots$$



$$\dots + \dots = \dots$$



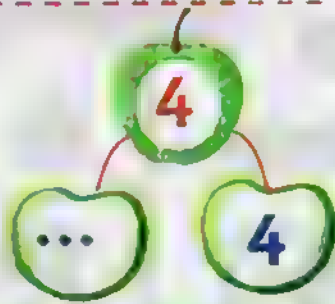
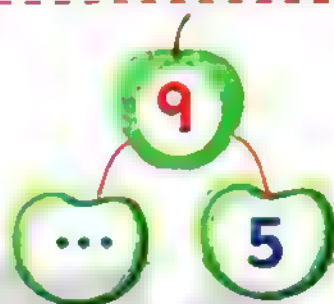
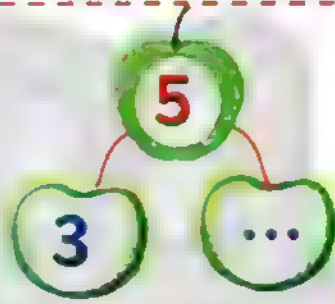
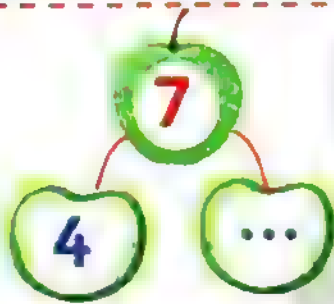
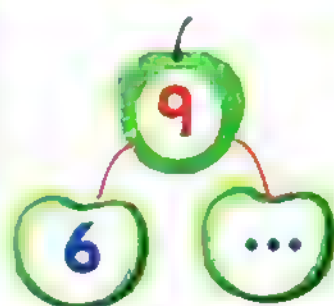
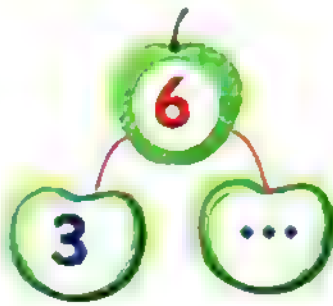
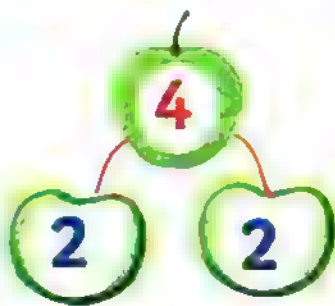
$$\dots + \dots = \dots$$



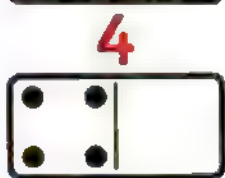
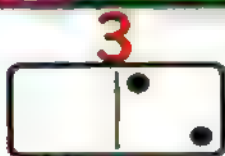
$$\dots + \dots = \dots$$



Complete by decomposing the given numbers:



Draw dots to get the numbers:





Match:

$5 + 2$

$4 + 1$

$10 + 8$

$2 + 0$

$3 + 3$

$4 + 5$

$2 + 2$

2

4

5

6

7

18

9

$6 + 12$

$2 + 4$

$6 + 3$

$3 + 1$

$4 + 3$

$3 + 2$

$1 + 1$

144

Math / Chapter (4) - Lessons (98 - 100).

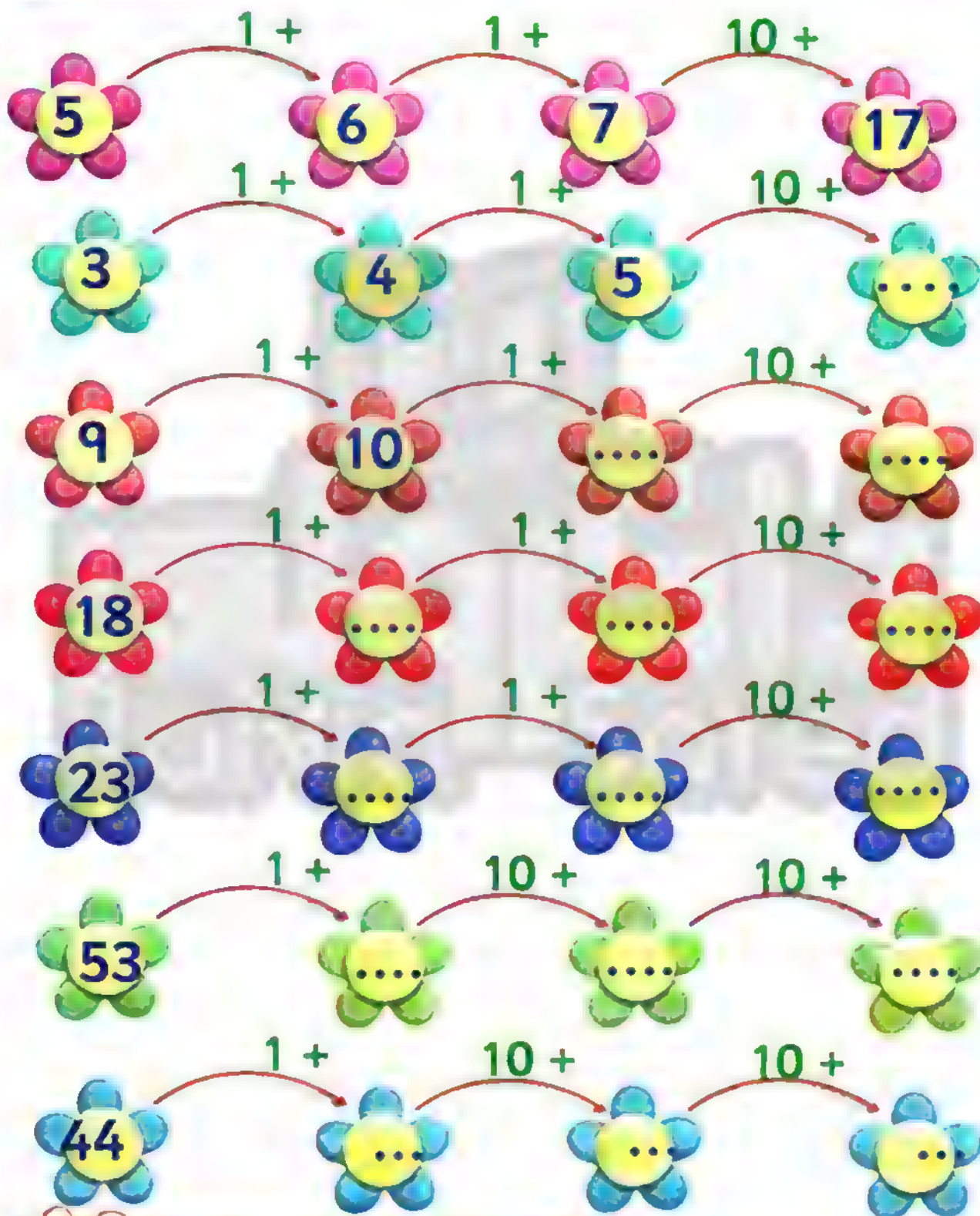
5 Match to get the correct number:

4	+	•	3	=	4
5	+	•	5	=	8
3	+	•	2	=	7
3	+	•	3	=	7
1	+	•	1	=	4

Note: A blue arrow points from the first dot (4 + •) to the number 3 in the third column.

6 Complete with the suitable number:

7 = 5 +	10 = 8 +
6 = 6 +	9 = 1 +
9 = 3 +	4 = + 3
8 = 2 +	2 = + 1
5 = 2 +	10 = + 5
9 = + 2	3 = + 2
10 = + 6	6 = + 3



Chapter Five



- ↳ Lessons (101 - 102) Telling Time
- ↳ Lessons (103 - 104) Addition and Subtraction problems
- ↳ Lessons (105 - 106) More Money
- ↳ Lessons (107 - 110) Make a 10 to add

Lessons
(101 - 102)

Telling Time

Outcomes

Students will:

- Participate in calendar math activities.
- Apply strategies to solve a subtraction problem.
- Identify the times they do daily activities.
- Write times to the hour.
- Tell time to the hour using analog and digital clocks.
- Show time to the hour using analog and digital clocks.

Analog clock



Digital clock



Learn:

These clocks show time to an hour



hour

03:00

minutes
after hour



The minute hand points to 12 and the hour hand points to 3.

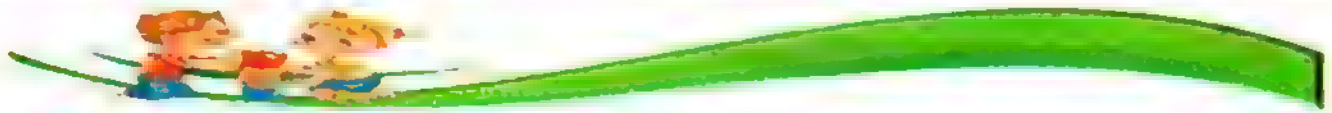


Activities

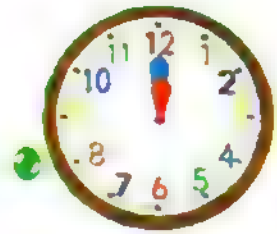
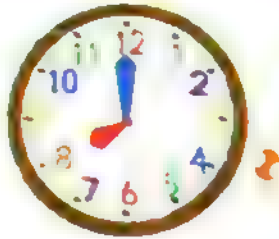


Write the time:

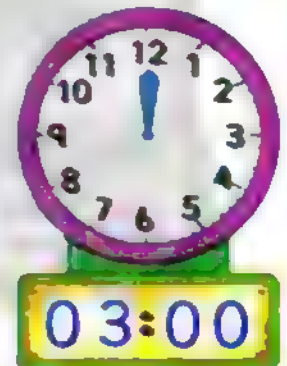




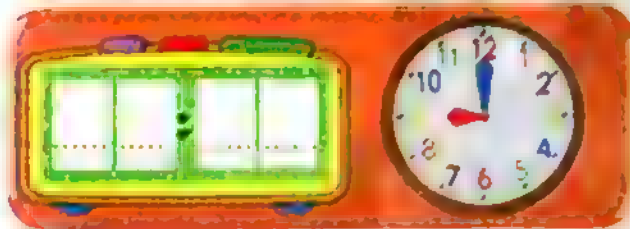
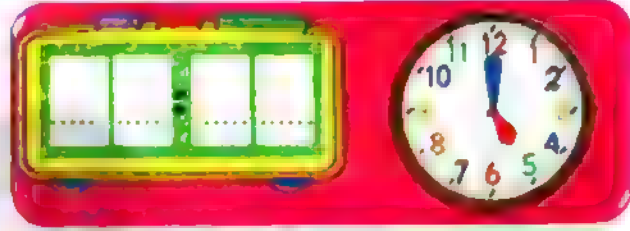
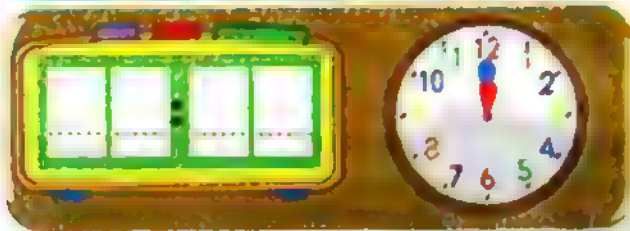
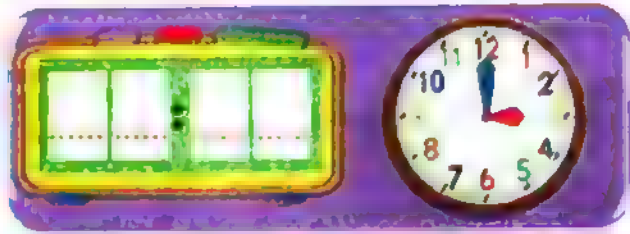
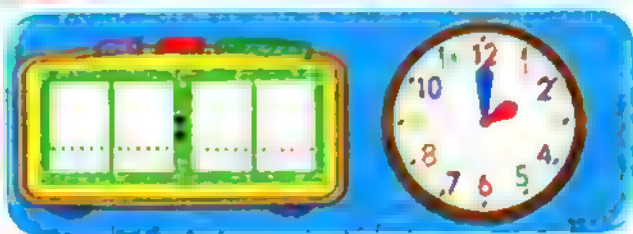
2 Match the same times:



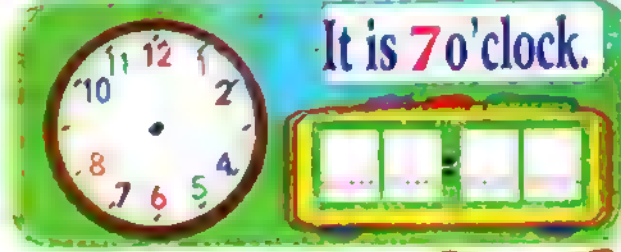
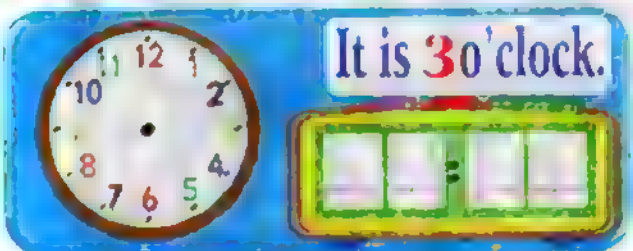
3 Draw the hour hand as the same digital hour:



4 Write the time in digits:



5 Draw the hands, then write the time in digits:





Match the same time:



It is 11 o'clock.



It is 6 o'clock.



It is 3 o'clock.



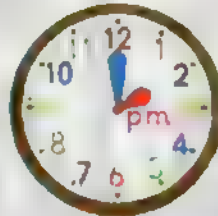
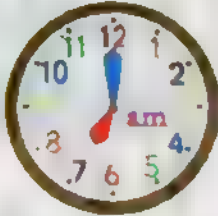
It is 5 o'clock.



It is 9 o'clock.



Match the pictures to the suitable time:



Lessons
(103 - 104)

Addition and subtraction problems

Outcomes

Students will:

- Apply strategies to solve addition and subtraction problems.
- Apply understanding of number patterns to solve problems.



Activities



Complete:

1	2	....	....	....	....	....
2	4	6	....	....	....	....
9	8	....	....	....	....	....
3	5	....	....	....	....	....
5	10	....	....	....	....	....

2 Complete:

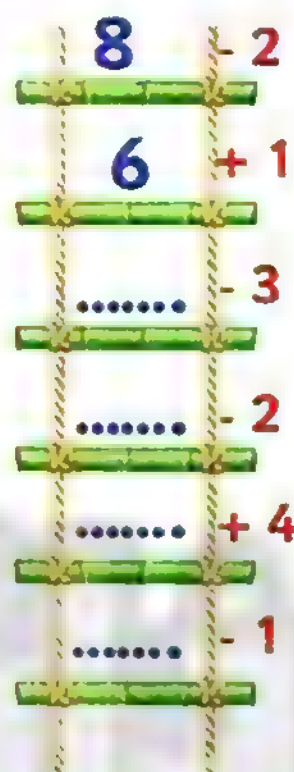
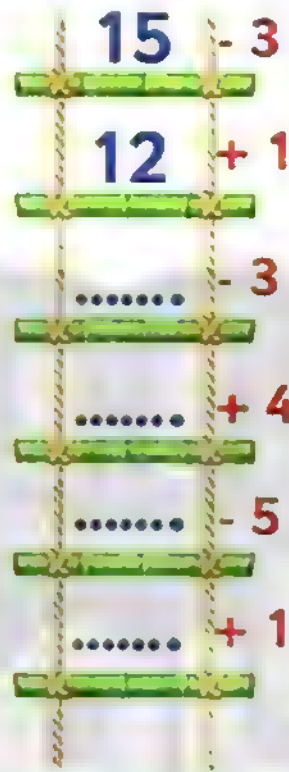
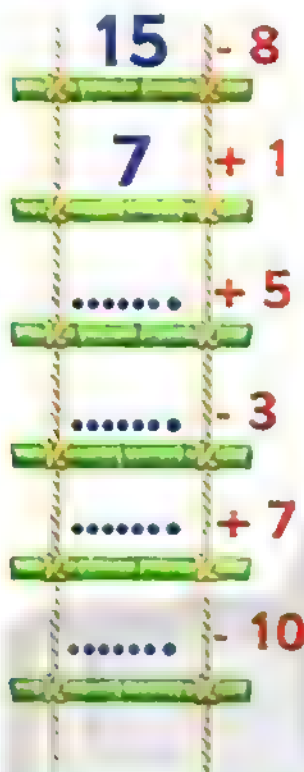


3 Complete:





4 Starting from the top, add or subtract to reach the bottom of the ladders:



5 Follow the direction to get the correct answer:

1

start with **10**
 subtract **3**
 Add **2**
 subtract **5**
 Add **4**
 subtract **2**
 Add **4**

.....

2

start with **5**
 Add **3**
 subtract **7**
 Add **6**
 subtract **2**
 Add **5**
 subtract **6**

.....

3

start with **7**
 subtract **3**
 Add **5**
 subtract **4**
 Add **4**
 subtract **2**
 Add **1**

.....

4

start with	6
Add	2
subtract	4
Add	5
subtract	7
Add	8
subtract	6

5

start with	7
subtract	3
Add	5
subtract	4
Add	4
subtract	2
Add	1

6

start with	4
Add	2
subtract	3
Add	1
subtract	2
Add	7
subtract	4

7

start with	6
Add	2
subtract	4
Add	5
subtract	7
Add	8
subtract	6

8

start with	10
subtract	3
Add	2
subtract	5
Add	4
subtract	2
Add	4

9

start with	8
Add	2
subtract	3
Add	4
subtract	8
Add	5
subtract	2

10

start with	5
Add	3
subtract	7
Add	8
subtract	2
Add	5
subtract	6

11

start with	8
Add	1
subtract	3
Add	4
subtract	7
Add	4
subtract	5

12

start with	4
Add	5
subtract	3
Add	1
subtract	6
Add	7
subtract	4

Lessons

(105 - 106)

More Money

Outcomes

Students will:

- Use mental math to solve a subtraction problem.
- Identify Egyptian notes of money notes.
- Add and subtract units of money to **100** Egyptian pounds.

Match the correct amounts:

10 pounds

20 pounds

50 pounds

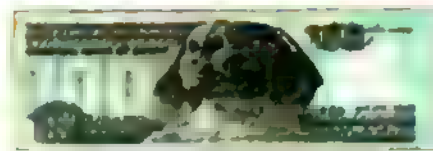
100 pounds

5 pounds

1 pound

2

Match the equal amounts:



3

Write the amount of money:





L.E



L.E



L.E

4 Circle the amount of money you need exactly to buy each:



5

Draw a simple note to get the given amount of money:

1

5

10

20

50

100

44 pounds

63 pounds

96 pounds

53 pounds

76 pounds

55 pounds

Use the 100 chart to solve these problem:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

→ Mariam had 20 pounds, she bought a pen for 12 pounds. How much money left with her?

$$20 - 12 = 8$$

→ Start from 20 (greater number) and move backward by ones until you reach 12 (smaller number), you will make 8 jumps.

$$20 - 12 = 8$$

Notice: You can start from 12 (smaller number) and move forward by ones until you reach 20, you will make the same 8 jumps.



Answer the following problems using 100 chart:

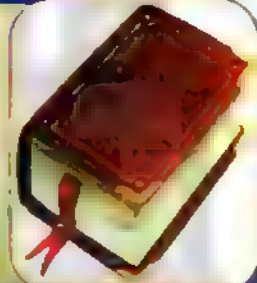
Heba has L.E 50. She bought a toy for L.E 30.
How much money left with her?



Salah had L.E 45. He bought a ball for L.E 15.
How much money left with him?



Soha had L.E 48. She bought a book for L.E 28.
How much money left with Soha?



Wael had L.E 85. He gave his brother L.E 65.
How much money left with Wael?



Hesham had L.E 75. He lost L.E 32.
How much money left with him?



Lessons

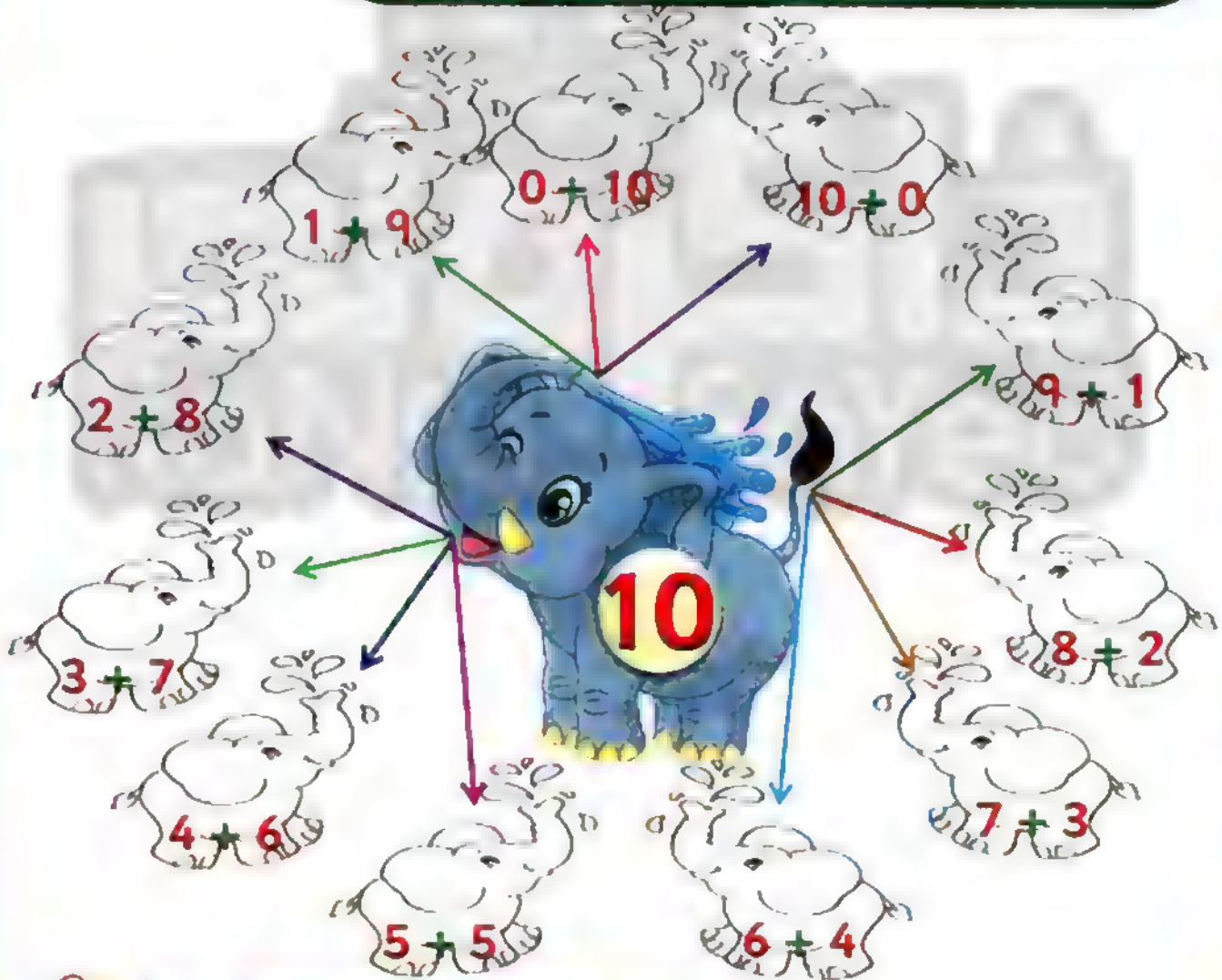
(107 - 110)

Make a 10 to Add

Outcomes

Students will:

- Participate in Calendar Math Activities.
- Apply strategies to add and subtract within (20).
- Compose and decompose (10).
- Find the number that makes (10) when added to a given number.
- Make (10) to solve addition problems.



Activities



Complete:

$9 + \dots = 10$

$2 + \dots = 10$

$3 + \dots = 10$

$\dots + 6 = 10$

$\dots + 5 = 10$

$\dots + 4 = 10$



Complete to make 10:



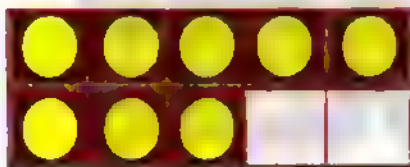
$4 + \dots$



$7 + \dots$



$3 + \dots$



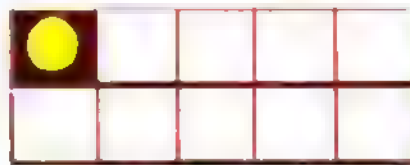
$8 + \dots$



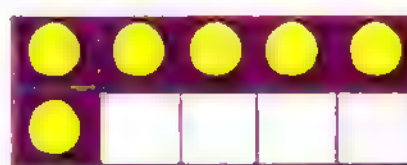
$2 + \dots$



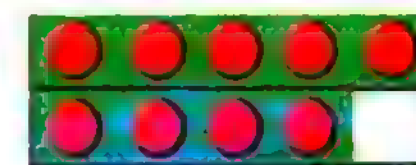
$5 + \dots$



$1 + \dots$



$6 + \dots$



$9 + \dots$



Make a 10 to add

Find the sum of $7 + 5$

$$\begin{array}{r}
 7 \\
 + \\
 5 \\
 \hline
 12
 \end{array}$$

$$\begin{array}{r}
 10 \\
 + \\
 2 \\
 \hline
 12
 \end{array}$$

$$7 + 5 = 10 + 2 = 12$$



Complete:

$$\begin{array}{r}
 9 \\
 + \\
 6 \\
 \hline
 \dots
 \end{array}$$

$$\begin{array}{r}
 10 \\
 + \\
 5 \\
 \hline
 \dots
 \end{array}$$

$$\begin{array}{r}
 8 \\
 + \\
 5 \\
 \hline
 \dots
 \end{array}$$

$$\begin{array}{r}
 10 \\
 + \\
 3 \\
 \hline
 \dots
 \end{array}$$

$$\begin{array}{r} 6 \\ + 7 \\ \hline \end{array}$$


$$= \begin{array}{r} \dots \\ + \dots \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 4 \\ \hline \end{array}$$


$$= \begin{array}{r} \dots \\ + \dots \\ \hline \end{array}$$

4

Make a ten to add:

5 needs 5 to be 10 and the remainder is 2

$$\begin{array}{r} 5 \xrightarrow{+5} 10 \\ + 7 \xrightarrow{-5} +2 \\ \hline 12 \quad = \quad 12 \end{array}$$

$$\begin{array}{r} 7 \xrightarrow{\quad} 10 \\ + 4 \xrightarrow{\quad} \dots \\ \hline \dots \quad = \quad \dots \end{array}$$

$$\begin{array}{r} 9 \xrightarrow{\quad} 10 \\ + 4 \xrightarrow{\quad} \dots \\ \hline \dots \quad = \quad \dots \end{array}$$

$$\begin{array}{r} 9 \xrightarrow{\quad} 10 \\ + 8 \xrightarrow{\quad} \dots \\ \hline \dots \quad = \quad \dots \end{array}$$

$$\begin{array}{r} 7 \xrightarrow{\quad} 10 \\ + 6 \xrightarrow{\quad} \dots \\ \hline \dots \quad = \quad \dots \end{array}$$

$$\begin{array}{r} 8 \xrightarrow{\quad} 10 \\ + 6 \xrightarrow{\quad} \dots \\ \hline \dots \quad = \quad \dots \end{array}$$

$$\begin{array}{r} 9 \xrightarrow{\quad} 10 \\ + 7 \xrightarrow{\quad} \dots \\ \hline \dots \quad = \quad \dots \end{array}$$

$$\begin{array}{r} 6 \xrightarrow{\quad} 10 \\ + 8 \xrightarrow{\quad} \dots \\ \hline \dots \quad = \quad \dots \end{array}$$

$$\begin{array}{r} 4 \xrightarrow{\quad} 10 \\ + 9 \xrightarrow{\quad} \dots \\ \hline \dots \quad = \quad \dots \end{array}$$

5

Make a ten to add:

6 needs 4 to be 10 and
the remainder is 1

4 1

$$6 + 5 = 10 + 1 = 11$$

$$8 + 7 = 10 + \dots = \dots$$

$$9 + 3 = 10 + \dots = \dots$$

$$5 + 7 = 10 + \dots = \dots$$

$$7 + 6 = 10 + \dots = \dots$$

$$7 + 7 = 10 + \dots = \dots$$

$$7 + 5 = 10 + \dots = \dots$$

$$9 + 4 = 10 + \dots = \dots$$

$$4 + 8 = 10 + \dots = \dots$$

$$3 + 8 = 10 + \dots = \dots$$

$$9 + 8 = 10 + \dots = \dots$$

$$4 + 9 = 10 + \dots = \dots$$

Make a ten to find (14 + 5)

$$\begin{array}{r} + 14 \\ + 5 \\ \hline \end{array}$$



$$\begin{array}{r} + 10 \\ + 9 \\ \hline 19 \end{array}$$



$$\begin{array}{r} + 14^0 \\ + 5 \\ \hline \end{array} = \begin{array}{r} + 10 \\ + 9 \\ \hline 19 \end{array}$$



Activities

1 Complete as the example:

$$\begin{array}{r} 15 \\ + 4 \\ \hline \end{array} = \begin{array}{r} + 10 \\ 9 \\ \hline \end{array} = 19$$

$$\begin{array}{r} 16 \\ + 2 \\ \hline \end{array} = \begin{array}{r} + 10 \\ \dots \\ \hline \end{array} = \dots$$

$$\begin{array}{r} 13 \\ + 6 \\ \hline \end{array} = \begin{array}{r} + 10 \\ \dots \\ \hline \end{array} = \dots$$

$$\begin{array}{r} 12 \\ + 4 \\ \hline \end{array} = \begin{array}{r} + 10 \\ \dots \\ \hline \end{array} = \dots$$

$$\begin{array}{r} 5 \\ + 13 \\ \hline \end{array} = \begin{array}{r} \dots \\ + 10 \\ \hline \end{array} = \dots$$

$$\begin{array}{r} 4 \\ + 13 \\ \hline \end{array} = \begin{array}{r} \dots \\ + 10 \\ \hline \end{array} = \dots$$

2 Complete:

$$15 + 3 = 10 + 8 = 18$$

$$14 + 4 = 10 + \dots = \dots$$

$$13 + 6 = 10 + \dots = \dots$$

$$15 + 4 = 10 + \dots = \dots$$

$$13 + 5 = 10 + \dots = \dots$$

$$7 + 12 = \dots + 10 = \dots$$

$$3 + 14 = \dots + 10 = \dots$$

$$5 + 13 = \dots + 10 = \dots$$

$$2 + 17 = \dots + 10 = \dots$$

$$3 + 16 = \dots + 10 = \dots$$

$$5 + 14 = \dots + 10 = \dots$$

$$4 + 13 = \dots + 10 = \dots$$



3 Make a ten to add:

$$\begin{array}{r} 10 \\ 6 + 5 = 11 \end{array}$$

$$7 + 4 = \dots\dots$$

$$7 + 6 = \dots\dots$$

$$9 + 8 = \dots\dots$$

$$\begin{array}{r} 2 \quad 10 \\ 4 + 8 = \dots\dots \end{array}$$

$$4 + 9 = \dots\dots$$

$$8 + 5 = \dots\dots$$

$$7 + 5 = \dots\dots$$

$$8 + 6 = \dots\dots$$

$$9 + 5 = \dots\dots$$

$$4 + 7 = \dots\dots$$

$$3 + 8 = \dots\dots$$



$$\begin{array}{r} 10 \quad 9 \\ 15 + 4 = 19 \end{array}$$

$$14 + 5 = \dots\dots$$

$$11 + 7 = \dots\dots$$

$$15 + 3 = \dots\dots$$

$$5 + 13 = \dots\dots$$

$$2 + 16 = \dots\dots$$

$$3 + 14 = \dots\dots$$

$$17 + 2 = \dots\dots$$

$$12 + 4 = \dots\dots$$

$$12 + 3 = \dots\dots$$

$$13 + 6 = \dots\dots$$

$$16 + 3 = \dots\dots$$

$$13 + 4 = \dots\dots$$

$$16 + 2 = \dots\dots$$

$$12 + 5 = \dots\dots$$



4

Match the equal sums:

$$\begin{array}{r} 7 \\ + \\ 4 \end{array}$$

$$\begin{array}{r} 10 \\ + \\ 2 \end{array}$$

$$\begin{array}{r} 14 \\ + \\ 3 \end{array}$$

$$\begin{array}{r} 10 \\ + \\ 9 \end{array}$$

$$\begin{array}{r} 15 \\ + \\ 4 \end{array}$$

$$\begin{array}{r} 10 \\ + \\ 7 \end{array}$$

$$\begin{array}{r} 7 \\ + \\ 5 \end{array}$$

$$\begin{array}{r} 10 \\ + \\ 5 \end{array}$$

$$\begin{array}{r} 6 \\ + \\ 9 \end{array}$$

$$\begin{array}{r} 10 \\ + \\ 1 \end{array}$$

Chapter Six



↳ Lessons (111 - 113) (1) more, (1) less / (10) more, (10) less / Adding two numbers

↳ Lessons (114 - 116) Adding two-digit Numbers
Decomposing (2) two-digit Numbers

↳ Lessons (117 - 120) Subtracting (2) two-digit Numbers

Lessons

(111 - 113)

(1) more, (1) less
(10) more, (10) less
Adding Two Numbers

Outcomes

Students will:

- Participate in Calendar Math activities.
- Apply strategies to solve addition and subtraction problems.
- Find 1 more or 1 less than the given number.
- Find 10 more or 10 less than the given number.
- Add two-digit numbers and one-digit number.



Complete:

1	2	3	.....	.....	.....	.....	.....	.....
11	12	.....	.....	.....	.....	.....	.....	.....
65	66	.....	.....	.....	.....	.....	.....	.....
20	30	.....	.....	.....	.....	.....	.....	.....
11	21	.....	.....	.....	.....	.....	.....	.....



2

Complete:

one more

5	+1	6
4	+1
9	+1
13	+1
36	+1

one less

7	-1	6
6	-1
31	-1
51	-1
10	-1

one less

one more

1	-1	2	+1	3
....		4	
....		15	
....		21	
....		32	

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Math / Chapter (6) / Lesson (111 - 113)



5 is one more than 4
4 is one less than 5



Complete:

..... is one more than 8

..... is one less than 2

..... is one more than 7

..... is one less than 10

..... is one more than 32

..... is one less than 15

43 is one more than

37 is one less than

56 is one more than

50 is one less than

76 is one more than

96 is one less than



Complete:

ten more

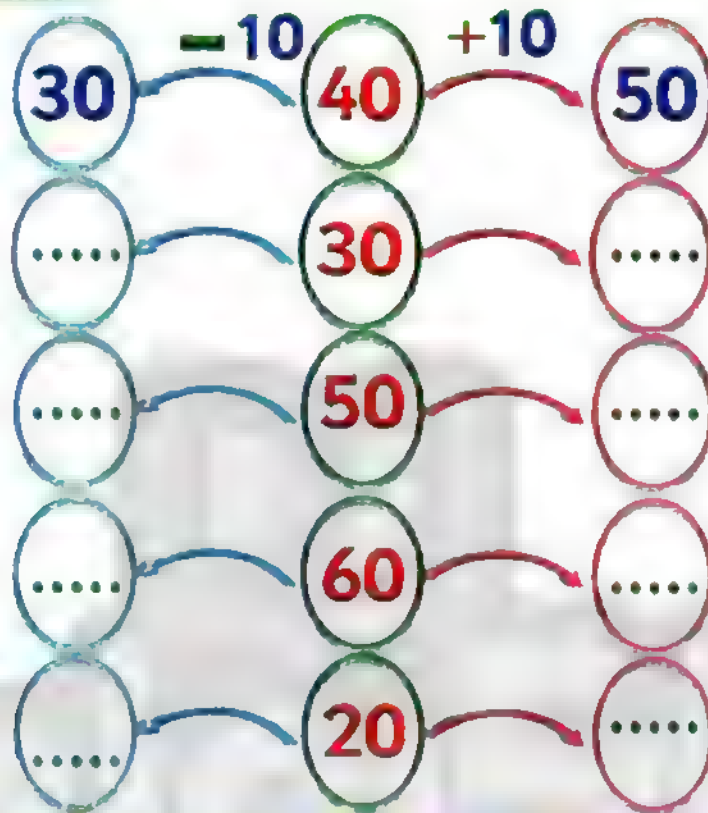
10	$+10$	20
30	$+10$	40
50	$+10$	....
40	$+10$	....

ten less

30	-10	20
50	-10	40
90	-10	....
70	-10	....



5 Complete:



Notice:

50 is ten more than 40

40 is ten less than 50

6 Complete:

..... is ten more than 50

..... is ten less than 30

..... is ten more than 40

..... is ten less than 50

..... is ten more than 60

..... is ten less than 60

80 is ten more than

60 is ten less than

40 is ten more than

70 is ten less than



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Math / Chapter (6) - Lessons (11) - (13)

ذاكر اوله

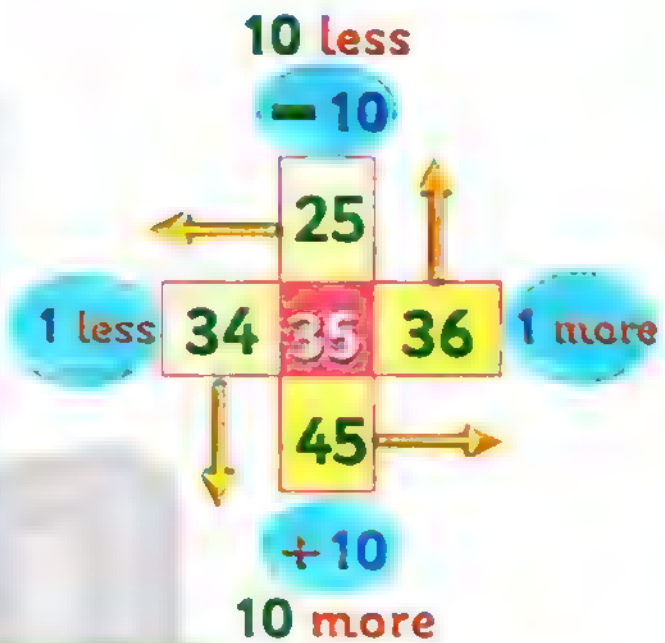
هذا العمل خاص بموقع ذاكرولى التعليمى ولا يسمح بتداوله على مواقع أخرى

كتاب النماذج

موقع ذاكرولى التعليمى

الصف الاول الابتدائى

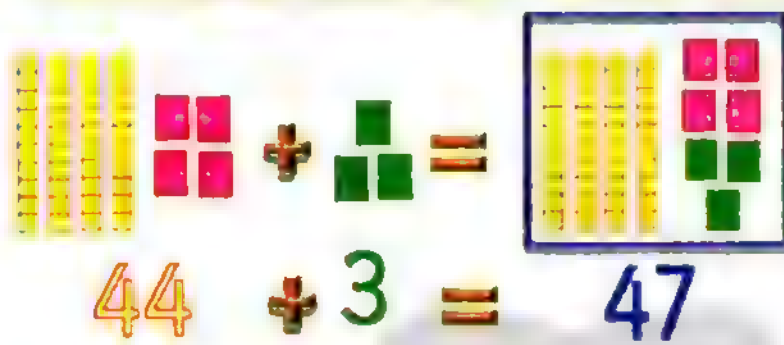
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Complete as the example:



Adding a one-digit number to a two-digit number



tens	ones
4	4
	3
4	7

$44 + 3 = 47$



Notice

To add a **one-digit** number to a **two-digit** number, only add ones to ones.



Find the sum:

Tens	Ones
5	3
	6
.....

Tens	Ones
3	2
	7
.....

Tens	Ones
7	2
	5
.....

Tens	Ones
8	4
	4
.....

Tens	Ones
9	2
	6
.....

Tens	Ones
7	7
	2
.....



Tens	Ones
8	3
	5
.....

Tens	Ones
7	4
	3
.....

Tens	Ones
6	2
	7
.....

9 Find the sum:

42	
+ 3	
<hr/>	
45	

43	
+ 6	
<hr/>	
.....	

72	
+ 3	
<hr/>	
.....	

52	
+ 4	
<hr/>	
.....	

36	
+ 2	
<hr/>	
.....	

48	
+ 1	
<hr/>	
.....	

65	
+ 2	
<hr/>	
.....	

53	
+ 6	
<hr/>	
.....	

54	
+ 2	
<hr/>	
.....	

91	
+ 7	
<hr/>	
.....	

82	
+ 6	
<hr/>	
.....	

44	
+ 5	
<hr/>	
.....	



$$\begin{array}{r} 53 \\ + 4 \\ \hline \end{array}$$

.....

$$\begin{array}{r} 72 \\ + 7 \\ \hline \end{array}$$

.....

$$\begin{array}{r} 84 \\ + 3 \\ \hline \end{array}$$

.....

$$\begin{array}{r} 71 \\ + 8 \\ \hline \end{array}$$

.....



Find the sum then match:

$$30 + 9 =$$

.....

46

$$22 + 5 =$$

.....

39

$$42 + 4 =$$

.....

88

$$56 + 3 =$$

.....

77

$$82 + 3 =$$

.....

27

$$74 + 3 =$$

.....

59

$$82 + 6 =$$

.....

85

Lessons
(114-116)

Adding (2) two-digit numbers
Decomposing two-digit numbers

Outcomes

Students will:

- Participate in Calendar Math activities.
- Find 1 more, 1 less than a given number.
- Find 10 more, 10 less than a given number.
- Add multiples of 10 to two-digit number.
- Apply strategies to add (2) two-digit numbers.
- Identify the missing number in a sequence of numbers.
- Determine the value of each digit in a two-digit number.
- Explain how the place of a digit in a number changes its value.

1

Add:

$$\begin{array}{r} 73 \\ + \\ 5 \\ \hline \end{array}$$

.....

$$\begin{array}{r} 23 \\ + \\ 6 \\ \hline \end{array}$$

.....

$$\begin{array}{r} 73 \\ + \\ 4 \\ \hline \end{array}$$

.....

$$\begin{array}{r} 53 \\ + \\ 4 \\ \hline \end{array}$$

.....

$$\begin{array}{r} 36 \\ + \\ 3 \\ \hline \end{array}$$

.....

$$\begin{array}{r} 92 \\ + \\ 2 \\ \hline \end{array}$$

.....

$$\begin{array}{r} 53 \\ + \\ 6 \\ \hline \end{array}$$

.....

$$\begin{array}{r} 64 \\ + \\ 5 \\ \hline \end{array}$$

.....



Adding 2 two-digit numbers



Example:

First: Add the ones, $2 + 3 = 5$

Second: Add the tens, $3 + 5 = 8$

+

Tens	Ones
3	2
5	3
8	5



Add:

Tens	Ones
4	7
5	2
.....

+

Tens	Ones
7	5
2	3
.....

+

Tens	Ones
5	3
3	5
.....

Tens	Ones
5	3
4	2
.....

+

Tens	Ones
7	2
2	3
.....

+

Tens	Ones
3	6
6	3
.....

Tens	Ones
4	0
3	2
.....

+

Tens	Ones
5	0
4	0
.....

+

Tens	Ones
3	5
6	0
.....



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Math/Chapter (6) - Lessons (14 - 16)



Notice:

First: Add the ones

$$63 + 22 = 85$$



Add:

Second: Add the tens

$$\begin{array}{r} 41 \\ + 52 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ + 42 \\ \hline \end{array}$$

$$\begin{array}{r} 72 \\ + 27 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ + 34 \\ \hline \end{array}$$

$$\begin{array}{r} 63 \\ + 24 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ + 22 \\ \hline \end{array}$$

$$\begin{array}{r} 70 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 66 \\ + 30 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ + 40 \\ \hline \end{array}$$

$$\begin{array}{r} 71 \\ + 27 \\ \hline \end{array}$$

40	+	53	=	.....
70	+	22	=	.....
83	+	10	=	.....
56	+	31	=	.....

43	+	56	=	.....
72	+	26	=	.....
42	+	57	=	.....
63	+	33	=	.....



Number sequence

4 Find the missing number in each of the following sequences:



Decomposing two-digit numbers:

Complete
&
Notice



4 Tens 5 Ones

Learn: The value of a number depends on its place in the number.

5 Decompose the following two-digit numbers:



Complete:

1) $53 = 50 + 3$

2) $42 = \dots + \dots$

3) $74 = 70 + \dots$

4) $63 = \dots + \dots$

5) $66 = 60 + \dots$

6) $94 = \dots + \dots$

7) $95 = \dots + \dots$

8) $62 = \dots + \dots$

9) $87 = 80 + \dots$

10) $73 = \dots + \dots$



Match the equal numbers:

$30 + 6$

95

$4 + 80$

36

$90 + 5$

84

$70 + 6$

76

Lessons
(117-120)Subtraction (2) Two-digit
Numbers / Fact Families

Outcomes

Students will:

- Participate in Calendar Math activities.
- Identify the missing numbers in a sequence of numbers.
- Subtract multiples of 10 from two-digit numbers.
- Apply understanding of place value to guess a mystery number.
- Apply strategies to subtract (2) two-digit numbers.
- Determine the unknown number in addition or subtraction equations.
- Explain the relationship between addition and subtraction.
- Participate in a review of addition, subtraction, time, patterns, place value concepts and number sense.

Example: Subtract (68 - 43)

First: subtract the ones, $8 - 3 = 5$

Second: subtract the tens, $6 - 4 = 2$

Tens	Ones
6	8
- 4	- 3
2	5

Do as the example:

Tens	Ones
6	3
- 2	2

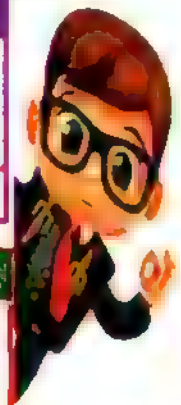
Tens	Ones
6	5
- 2	2

Tens	Ones
6	3
- 2	2

Tens	Ones
2	5
- 1	3

Tens	Ones
8	2
- 6	1

Tens	Ones
9	5
- 7	4





Complete:

$$\begin{array}{r} 48 \\ - 22 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ - 32 \\ \hline \end{array}$$

$$\begin{array}{r} 67 \\ - 25 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ - 32 \\ \hline \end{array}$$

$$\begin{array}{r} 73 \\ - 22 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ - 32 \\ \hline \end{array}$$

$$\begin{array}{r} 46 \\ - 22 \\ \hline \end{array}$$

$$\begin{array}{r} 78 \\ - 62 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ - 22 \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ - 22 \\ \hline \end{array}$$

$$\begin{array}{r} 77 \\ - 13 \\ \hline \end{array}$$

$$\begin{array}{r} 70 \\ - 30 \\ \hline \end{array}$$



First: subtract the ones

$$53 - 21 = 32$$

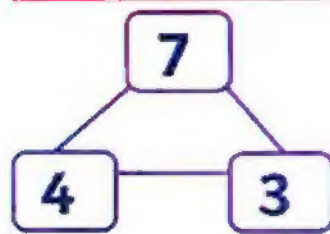
second: subtract the tens

43	-	22	=	.....
83	-	31	=	.....
46	-	22	=	.....

32	-	21	=	.....
44	-	33	=	.....
50	-	30	=	.....



*The Relationship between addition and subtraction



$$4 + 3 = 7$$

$$7 - 3 = 4$$

$$7 - 4 = 3$$

$$4 + 3 = 7$$

$$7 - 3 = 4$$

$$7 - 4 = 3$$

2 Complete:

$$4 + 6 = 10$$

$$10 - 6 = \dots$$

$$10 - 4 = \dots$$

$$7 + 5 = 12$$

$$12 - 5 = \dots$$

$$12 - 7 = \dots$$

$$35 + 5 = 40$$

$$40 - 5 = \dots$$

$$40 - 35 = \dots$$

$$6 + 9 = 15$$

$$15 - 9 = \dots$$

$$15 - 6 = \dots$$

$$40 + 7 = 47$$

$$47 - 7 = \dots$$

$$47 - 40 = \dots$$

$$50 + 10 = 60$$

$$60 - 50 = \dots$$

$$60 - 10 = \dots$$



3 Match:

$36 - 23$

3

$76 - 43$

21

$86 - 44$

11

$43 - 21$

13

$34 - 31$

42

$66 - 55$

33

$78 - 63$

22

$85 - 64$

15



→ Find the missing number:

Example 1

$$5 + \dots = 11$$

$$11 - 5 = 6$$

Example 2

$$6 + \dots = 10$$

$$10 - 6 = 4$$

Example 3

$$16 + \dots = 6$$

$$16 - 6 = 10$$

4 Complete:

$$6 + \dots = 10$$

$$\dots + 2 = 9$$

$$8 + \dots = 12$$

$$\dots + 6 = 16$$

$$4 + \dots = 11$$

$$15 + \dots = 19$$

$$3 + \dots = 12$$

$$14 + \dots = 17$$

$$\dots + 4 = 12$$

$$13 + \dots = 14$$

5 Complete:

